U.S. Department of Education

Office of Grants Administration

2020 Grantee Satisfaction Survey

Final Report
December 2020

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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 70 programs participated in the 2020 Grantee Satisfaction Survey for the U.S. Department of Education. This represents a much larger surveyed population compared to previous waves that have typically included 30-35 programs. Many of the participating programs survey their grantees each year while others cycle in periodically.

Data Collection
Each of the 70 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from September 21 to November 20, 2020 through e-mail invitations that directed respondents to an online survey. The survey timeline in 2020 was pushed back to later in the year due to the pandemic. The survey is typically fielded in the late spring, which this year coincided with the timing of nationwide in-person school shutdowns and a large migration to remote working. This, along with myriad other special circumstances brought on by the pandemic made it prudent to delay the fielding of the survey to the fall.

In order to increase response rates, reminder e-mails were sent periodically to those who had not yet completed the survey and phone call reminders were also placed. A total of 2,408 valid responses were collected for a response rate of 51%. 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 90% confidence interval. Table 2 includes those programs that did not have enough responses to meet that threshold. These results should be interpreted with caution in making absolute conclusions, however, they still provide valuable insights on the satisfaction and performance ratings provided by many grantees.

Table 1: Completed surveys representative of entire program population (90% confidence interval)

Program	Invites	Completes	Response Rate	ACSI
21st Century Community Learning Centers	63	49	78%	80
Adult Education and Family Literacy to State Directors of Adult Education	57	41	72%	81
Alaska Native Education Program	42	32	76%	72
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A	36	23	64%	77
Asian American and Native American Pacific Islander Institutions (AANAPISI)	26	23	88%	73
Carl D. Perkins Career and Technical Education State Directors	53	25	47%	80
Childcare Access Means Parents in School (CCAMPIS)	200	110	55%	81
College Assistance Migrant Program (CAMP) - Migrant Education	54	42	78%	87
Comprehensive Literacy State Development (formerly Striving Readers)	21	14	67%	79
Demonstration Grants for Indian Children/Special Projects for Indian Children	94	52	55%	77
Developing Hispanic Serving Institutions (DHSI)	200	110	55%	78
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program	55	29	53%	85
Education Innovation and Research Program--Expansion Grants/Mid Phase Grants/Early Phase Grants	95	44	46%	74
English Language Acquisition State Grants (Title III, Part A)	52	26	50%	63
Foreign Language and Area Studies Fellowships	200	92	46%	83
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP - State)	26	16	62%	64
GEAR UP-Partnerships	79	44	56%	79
Graduate Assistance in in Areas of National Need (GAANN)	88	52	59%	86
Grants for State Assessments	52	29	56%	76
High School Equivalency Program (HEP) - Migrant Education	50	39	78%	88
Indian Education Formula Grants to Local Education Agencies & National Activities	200	72	36%	77
Innovative Approaches to Literacy	43	31	72%	88
Jacob K. Javits Gifted and Talented Students Education Program/Javits Gifted and Talented Students Education Act	38	30	79%	69
Magnet Schools Assistance Program	45	33	73%	79
Mental Health Demonstration Grants	27	19	70%	78
Migrant Education Program (MEP) -- Title I, Part C	46	34	74%	78
Minority Science and Engineering Improvement Program (MSEIP)	83	29	35%	84
National Professional Development Program	90	51	57%	80
Native American and Alaska Native Children in School Program	17	15	88%	85
Native American Career and Technical Education	31	20	65%	76
Native Hawaiian Education Act Program/Education of Native Hawaiian	35	24	69%	82
Neglected and Delinquent State and Local	52	24	46%	77
Payments for Federal Property (Section 7002)	200	96	48%	84
Payments for Federally Connected Children (Section 7003)	200	100	50%	78
Project Prevent	15	15	100%	85

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Program	Invites	Completes	Response Rate	ACSI
Promise neighborhoods (ESEA IV-F-2, section 4624)	14	12	86%	79
RSA Vocational Rehabilitation Program	78	31	40%	60
Rural Education Achievement Program (REAP)/Rural and Low-Income School Program	49	33	67%	77
Rural Education Achievement Program (REAP)/Small Rural School Grant Program (SRSA)	200	53	27%	83
School Climate Transformation Grants (LEAs)	69	53	77%	82
Strengthening Institutions Program (SIP)	200	107	54%	75
Student Support and Academic Enrichment/Title IVA (National Activities)	53	36	68%	75
Student Support Services (SSS)	200	110	55%	73
Supporting Effective Educator Development Program	25	18	72%	57
Supporting Effective Instruction State Grants (Title II, Part A)	53	26	49%	58
Upward Bound (UB)	200	98	49%	73
Overall	**3,806**	**2,062**	**54%**	

Table 2: All other programs surveyed

Program	Invites	Completes	Response Rate	ACSI
American Overseas Research Centers	18	11	61%	89
Assistance for Arts Education Development and Dissemination	22	13	59%	72
Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools	58	18	31%	71
Doctoral Dissertation Research Abroad Fellowships	39	15	38%	71
Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities	34	17	50%	48
Full-service community schools (ESEA IV-F-2, section 4625)	41	18	44%	79
Group Projects Abroad	55	21	38%	86
IDEA – Part C Infants and Toddlers with Disabilities Program	61	22	36%	74
IDEA – State Directors of Special Education (Part B)	61	23	38%	71
IDEA National Centers (added 12/13/19)	34	11	32%	78
Improving Basic Programs Operated by Local Educational Agencies	53	21	40%	64
Language Resource Centers	15	7	47%	86
Native American Serving Non-Tribal Institutions (NASNTI)	19	12	63%	83
Native Hawaiian Career and Technical Education	4	2	50%	78
Predominantly Black Institutions (PBI)	42	15	36%	86
Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA)	32	15	47%	86
Rehabilitation Long-Term Training Program	51	12	24%	68
Immediate Aid to Restart School Operations (Restart) Program	10	5	50%	81
School Climate Transformation Grants (SEAs)	21	11	52%	83
Statewide Family Engagement Centers (SFEC)	11	8	73%	83
Strengthening Historically Black Colleges and Universities (HBCU)	97	26	27%	82
Teacher and school leader incentive grants (ESEA II-B-1)	28	14	50%	75
Teacher Quality Partnership Program	68	21	31%	82
Tribally Controlled Colleges and Universities (TCCU)-Part A	35	8	23%	90
Overall	**909**	**346**	**38%**	

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 2020, changes were made that include the introduction of sections dedicated to measuring attributes of the grantee experience related to their grant reporting requirements and technical assistance.

Most of the questions in the survey asked the respondent to rate items on a 1 to 10 scale. However, open-ended questions were also included for most programs. The appendix contains tables that show scores for each question reported on a 0 to 100 scale. Results are shown in aggregate and by program. All verbatim responses are included in the appendix with comments separated by program.

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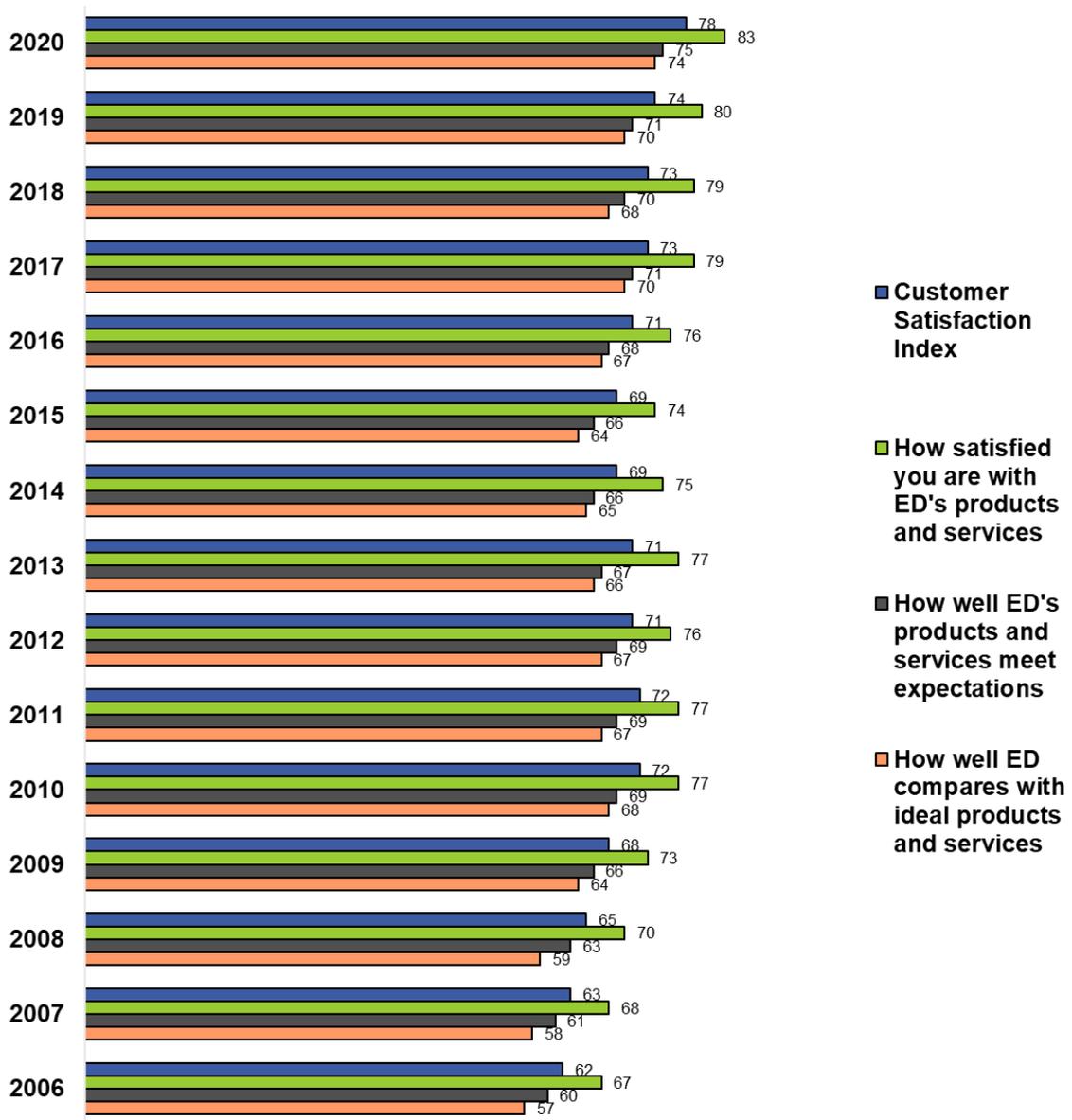
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Chapter II

Survey Results

Customer Satisfaction

The American Customer Satisfaction Index (ACSI) is a weighted average of three questions: Q40, Q41 and Q42, 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 (Q40); satisfaction compared to expectations (Q41); and satisfaction compared to an 'ideal' organization (Q42).
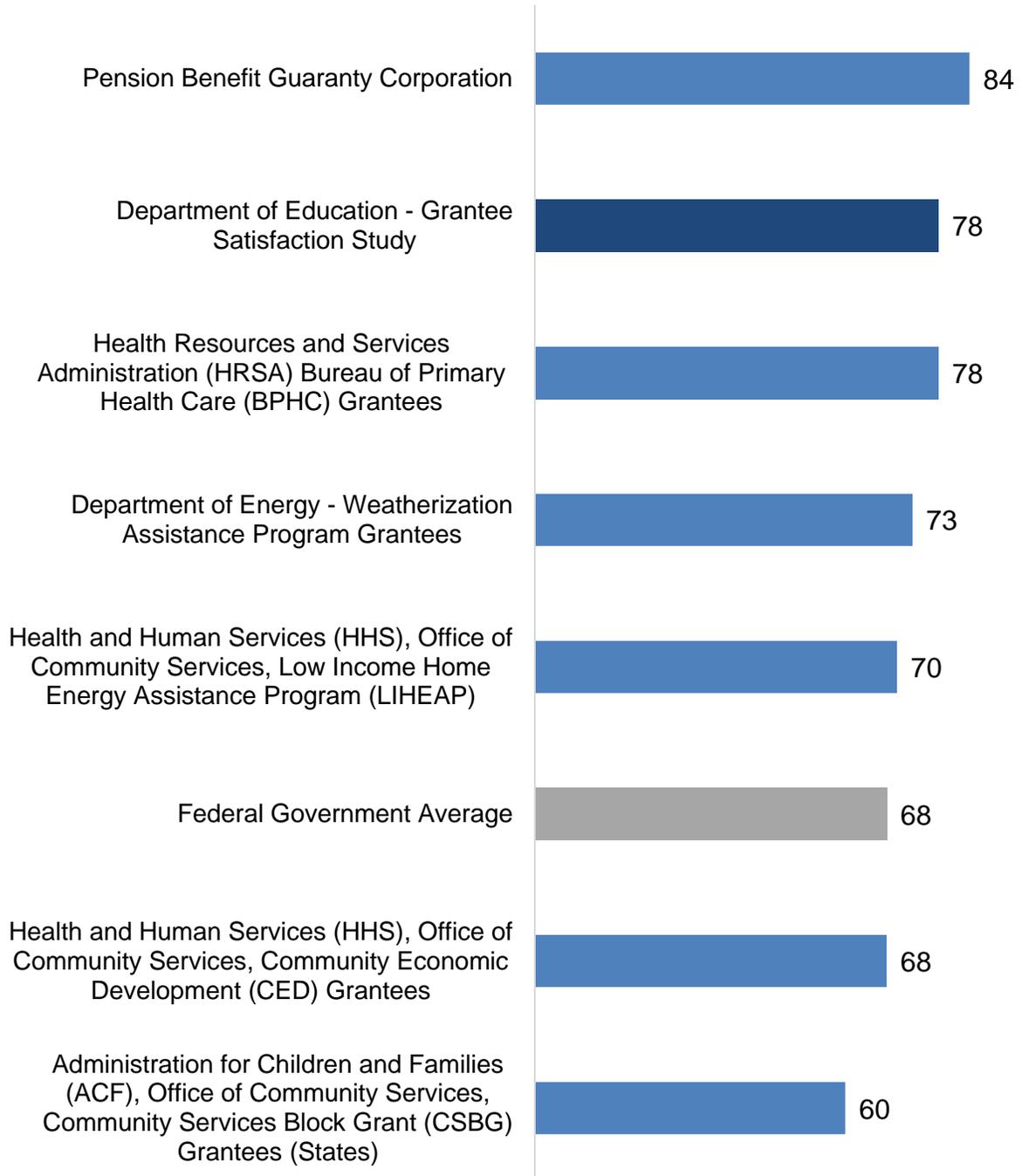
The 2020 Customer Satisfaction Index for the Department of Education grantees is 78, 4 points higher than the 2019 measurement and its highest rating at the aggregate level.

Customer Satisfaction Index: 2006 – 2020

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

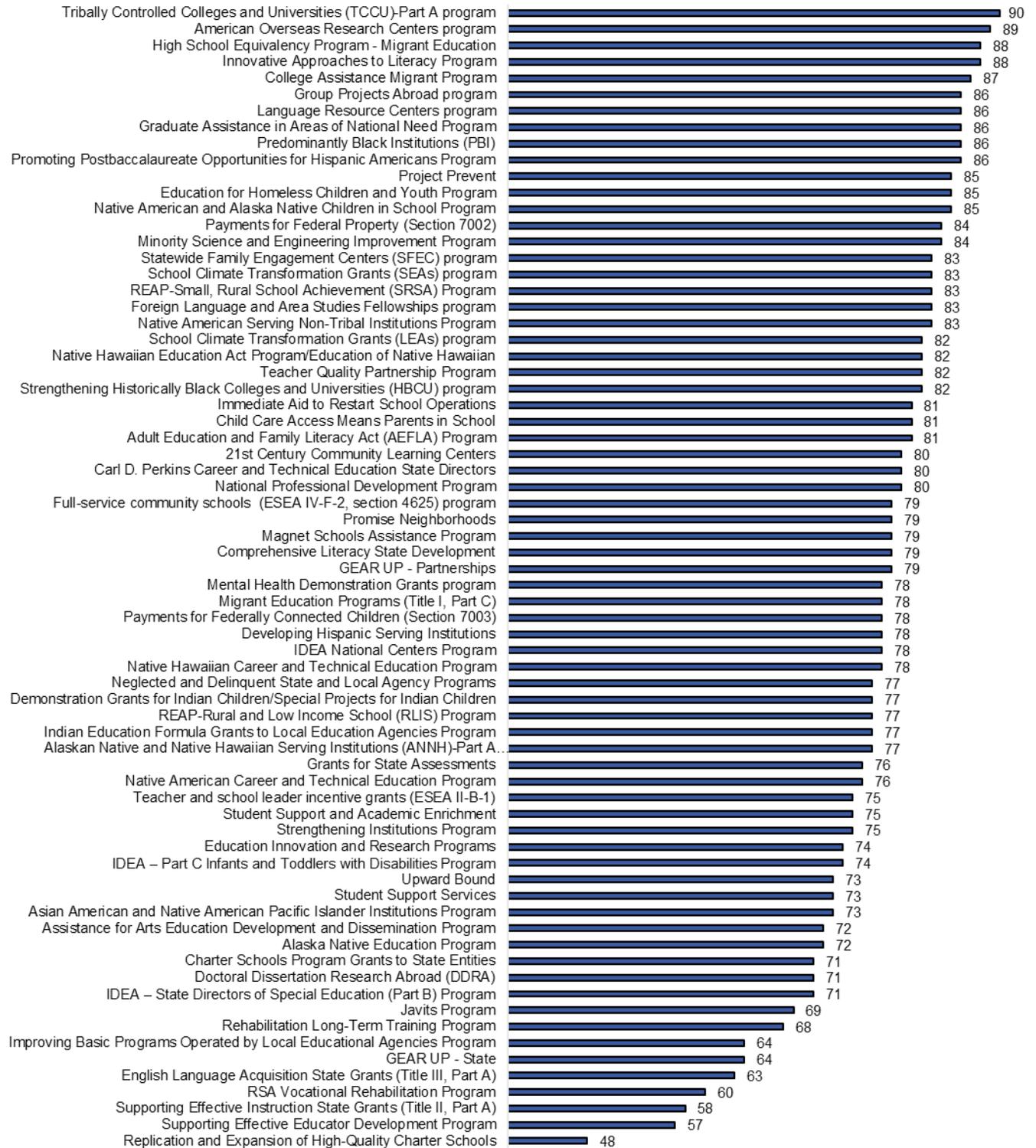| Year	Customer Satisfaction Index	How satisfied you are with ED's products and services	How well ED's products and services meet expectations	How well ED compares with ideal products and services
2020	78	83	75	74
2019	74	80	71	70
2018	73	79	70	68
2017	73	79	71	70
2016	71	76	68	67
2015	69	74	66	64
2014	69	75	66	65
2013	71	77	67	66
2012	71	76	69	67
2011	72	77	69	67
2010	72	77	69	68
2009	68	73	66	64
2008	65	70	63	59
2007	63	68	61	58
2006	62	67	60	57

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. The satisfaction of the 2020 Grantee Satisfaction Survey is rated 10 points higher than the Federal Government Average and compares favorably to several similar programs that measure satisfaction among government program grantees.

Pension Benefit Guaranty Corporation	84
Department of Education - Grantee Satisfaction Study	78
Health Resources and Services Administration (HRSA) Bureau of Primary Health Care (BPHC) Grantees	78
Department of Energy - Weatherization Assistance Program Grantees	73
Health and Human Services (HHS), Office of Community Services, Low Income Home Energy Assistance Program (LIHEAP)	70
Federal Government Average	68
Health and Human Services (HHS), Office of Community Services, Community Economic Development (CED) Grantees	68
Administration for Children and Families (ACF), Office of Community Services, Community Services Block Grant (CSBG) Grantees (States)	60

Customer Satisfaction Index - Scores by Program

The chart below lists the 2020 ACSI score for all 70 participating programs. Satisfaction ranges from 48 to 90 at the individual program level.
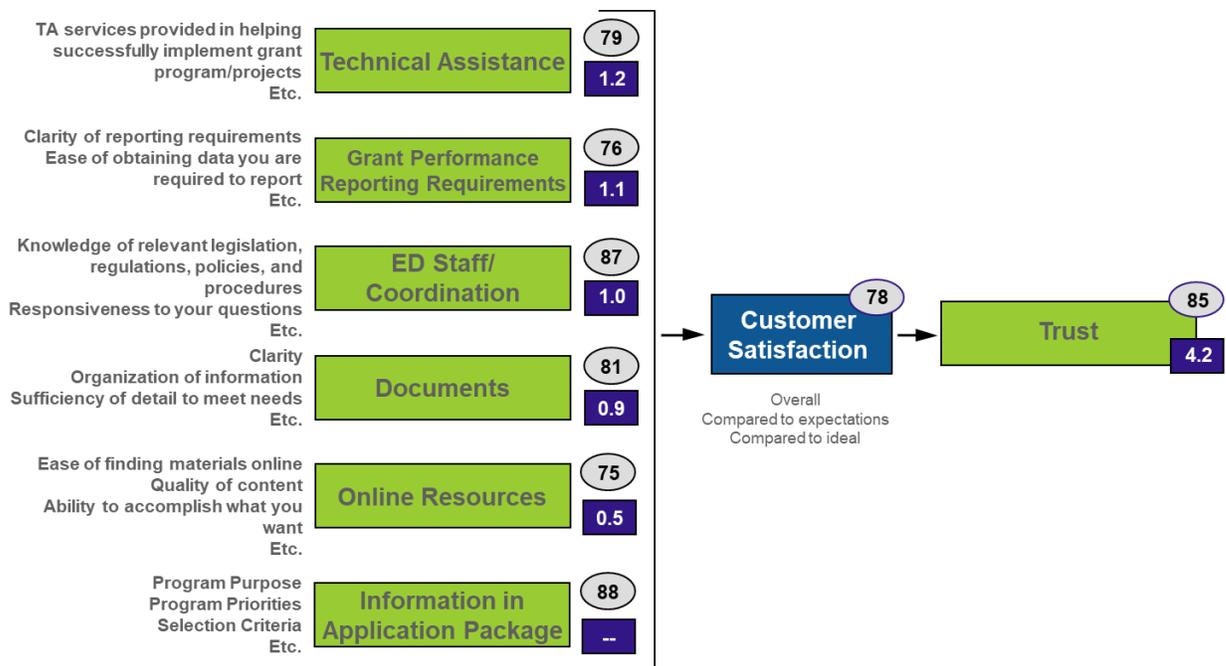
Program	Score
Tribally Controlled Colleges and Universities (TCCU)-Part A program	90
American Overseas Research Centers program	89
High School Equivalency Program - Migrant Education	88
Innovative Approaches to Literacy Program	88
College Assistance Migrant Program	87
Group Projects Abroad program	86
Language Resource Centers program	86
Graduate Assistance in Areas of National Need Program	86
Predominantly Black Institutions (PBI)	86
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	86
Project Prevent	85
Education for Homeless Children and Youth Program	85
Native American and Alaska Native Children in School Program	85
Payments for Federal Property (Section 7002)	84
Minority Science and Engineering Improvement Program	84
Statewide Family Engagement Centers (SFEC) program	83
School Climate Transformation Grants (SEAs) program	83
REAP-Small, Rural School Achievement (SRSA) Program	83
Foreign Language and Area Studies Fellowships program	83
Native American Serving Non-Tribal Institutions Program	83
School Climate Transformation Grants (LEAs) program	82
Native Hawaiian Education Act Program/Education of Native Hawaiian	82
Teacher Quality Partnership Program	82
Strengthening Historically Black Colleges and Universities (HBCU) program	82
Immediate Aid to Restart School Operations	81
Child Care Access Means Parents in School	81
Adult Education and Family Literacy Act (AEFLA) Program	81
21st Century Community Learning Centers	80
Carl D. Perkins Career and Technical Education State Directors	80
National Professional Development Program	80
Full-service community schools (ESEA IV-F-2, section 4625) program	79
Promise Neighborhoods	79
Magnet Schools Assistance Program	79
Comprehensive Literacy State Development	79
GEAR UP - Partnerships	79
Mental Health Demonstration Grants program	78
Migrant Education Programs (Title I, Part C)	78
Payments for Federally Connected Children (Section 7003)	78
Developing Hispanic Serving Institutions	78
IDEA National Centers Program	78
Native Hawaiian Career and Technical Education Program	78
Neglected and Delinquent State and Local Agency Programs	77
Demonstration Grants for Indian Children/Special Projects for Indian Children	77
REAP-Rural and Low Income School (RLIS) Program	77
Indian Education Formula Grants to Local Education Agencies Program	77
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A…	77
Grants for State Assessments	76
Native American Career and Technical Education Program	76
Teacher and school leader incentive grants (ESEA II-B-1)	75
Student Support and Academic Enrichment	75
Strengthening Institutions Program	75
Education Innovation and Research Programs	74
IDEA – Part C Infants and Toddlers with Disabilities Program	74
Upward Bound	73
Student Support Services	73
Asian American and Native American Pacific Islander Institutions Program	73
Assistance for Arts Education Development and Dissemination Program	72
Alaska Native Education Program	72
Charter Schools Program Grants to State Entities	71
Doctoral Dissertation Research Abroad (DDRA)	71
IDEA – State Directors of Special Education (Part B) Program	71
Javits Program	69
Rehabilitation Long-Term Training Program	68
Improving Basic Programs Operated by Local Educational Agencies Program	64
GEAR UP - State	64
English Language Acquisition State Grants (Title III, Part A)	63
RSA Vocational Rehabilitation Program	60
Supporting Effective Instruction State Grants (Title II, Part A)	58
Supporting Effective Educator Development Program	57
Replication and Expansion of High-Quality Charter Schools	48

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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 an "outcome" of customer satisfaction. Its score is measured independently from satisfaction or any driver. The score of 85 for Trust is a 4-point improvement from its already impressive debut score a year ago and demonstrates the high level of confidence that grantees have in the efforts of their grant's sponsoring office.

2020 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 (81 to 86), the Customer Satisfaction Index would increase by the amount of its impact, 0.9 points, (from 78 to 78.9). *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

Technical Assistance
Impact 1.2

The 2020 questionnaire re-introduced a section dedicated to measuring aspects of the Technical Assistance grantees receive. Unlike in previous years, the Technical Assistance battery of questions was asked of nearly all program respondents and included additional attributes as well as a free response open-ended question.

The first aspect grantees were asked to rate is their grant program's ability to successfully use technical assistance to help them learn how to implement their grant program or project. This was rated a very strong 82, indicating that on the whole, technical assistance is being applied in an effective way that meets the needs of grantees. Additional questions were then asked directly measuring the program staff providing technical assistance. At the aggregate level, enhancing staff skills necessary for successful program management was the highest rated metric in this area with an overall rating of 79. Using evidence-based practices in implementing program activities and creating opportunities to share best practices via learning groups were not far behind, each with a score of 78. Assistance with developing resource materials for program use was a few points behind at 75.

Finally, grantees were asked if they receive technical assistance from an ED-funded technical assistance provider such as regional laboratories or comprehensive centers. The 14% of all respondents who said they do receive such support rated the helpfulness in learning to implement their grant project of this ED-funded support at an exceptional 87.

Technical Assistance is a critical aspect of the grantee experience. Not only is it essential in helping grantees implement the mission of their grant project but the 2020 data model reveals that this component has a higher degree of influence on grantee satisfaction than any other. The good news is that the initial Technical Assistance scores are all rated very favorably. Further improvements will be attained through building on current strengths, looking for incremental opportunities to deliver meaningful assistance and prioritizing knowledge sharing across grant programs and various projects.

Technical Assistance - Aggregate Scores

	2020 Scores
Technical Assistance	**79**
TA services provided in helping successfully implement grant programs/projects	82
Enhancing staff skills needed for successful program management	79
Using evidence-based practices in implementing program activities	78
Assistance with developing resource materials for use in the program	75
Creating opportunities to share best practices via learning groups	78
ED-Funded TA Provider helpfulness in your learning to implement grant project	87
Sample Size	**2,026**

Technical Assistance scores range from 40 to 94. Replication and Expansion of High-Quality Charter Schools score the lowest in 2020 while Predominantly Black Institutions and grantees of the Language Resource Centers rated the Technical Assistance they receive the highest.

This particular year carried unique challenges of finding ways to provide meaningful assistance without in-person conferences and training sessions. Grantees were appreciative of virtual sessions that were held where possible. Looking ahead, promote knowledge sharing amongst the program staff that are conducting technical assistance webinars and other virtual based gatherings to explore what is working well and what can be improved. In general, grantees are appreciative of increased interaction so to the extent possible, ensure that program staff are reaching out to grantees even in the absence of formal training sessions to provide opportunities for questions to be answered in order to maintain these strong ratings.

Technical Assistance - Scores by Program

Program (Technical Assistance)	Score
Predominantly Black Institutions (PBI)	94
Language Resource Centers	94
Minority Science and Engineering Improvement Program	93
Foreign Language and Area Studies Fellowships program	92
Graduate Assistance in Areas of National Need Program	91
Group Projects Abroad program	91
American Overseas Research Centers program	90
Comprehensive Literacy State Development	90
College Assistance Migrant Program	90
Innovative Approaches to Literacy Program	88
School Climate Transformation Grants (SEAs) program	88
Mental Health Demonstration Grants program	88
Asian American and Native American Pacific Islander Institutions Program	87
High School Equivalency Program - Migrant Education	86
Strengthening Historically Black Colleges and Universities (HBCU) program	85
National Professional Development Program	85
Project Prevent	85
21st Century Community Learning Centers	85
Developing Hispanic Serving Institutions	84
Native American and Alaska Native Children in School Program	84
School Climate Transformation Grants (LEAs) program	84
Education for Homeless Children and Youth Program	84
Statewide Family Engagement Centers (SFEC) program	84
Immediate Aid to Restart School Operations	84
Adult Education and Family Literacy Act (AEFLA) Program	83
Teacher Quality Partnership Program	83
Grants for State Assessments	83
Carl D. Perkins Career and Technical Education State Directors	83
IDEA National Centers Program	83
Magnet Schools Assistance Program	82
Neglected and Delinquent State and Local Agency Programs	82
Native Hawaiian Education Act Program/Education of Native Hawaiian	81
Teacher and school leader incentive grants (ESEA II-B-1)	81
Assistance for Arts Education Development and Dissemination Program	81
Promise Neighborhoods	80
REAP-Small, Rural School Achievement (SRSA) Program	80
Student Support and Academic Enrichment	80
IDEA – Part C Infants and Toddlers with Disabilities Program	80
GEAR UP - Partnerships	79

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Program (Technical Assistance)	Score
Migrant Education Programs (Title I, Part C)	79
Full-service community schools (ESEA IV-F-2, section 4625) program	78
Charter Schools Program Grants to State Entities	78
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	77
REAP-Rural and Low-Income School (RLIS) Program	77
Alaska Native Education Program	77
Strengthening Institutions Program	76
Child Care Access Means Parents in School	75
Student Support Services	75
Doctoral Dissertation Research Abroad (DDRA)	75
Indian Education Formula Grants to Local Education Agencies Program	75
Demonstration Grants for Indian Children/Special Projects for Indian Children	75
IDEA – State Directors of Special Education (Part B) Program	75
Education Innovation and Research Programs	75
Native American Serving Non-Tribal Institutions Program	74
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	73
Upward Bound	73
Native Hawaiian Career and Technical Education Program	72
Native American Career and Technical Education Program	70
Improving Basic Programs Operated by Local Educational Agencies Program	69
Tribally Controlled Colleges and Universities (TCCU)-Part A program	68
Javits Program	68
Supporting Effective Instruction State Grants (Title II, Part A)	68
English Language Acquisition State Grants (Title III, Part A)	66
RSA Vocational Rehabilitation Program	64
Rehabilitation Long-Term Training Program	61
Supporting Effective Educator Development Program	61
GEAR UP - State	60
Replication and Expansion of High-Quality Charter Schools	40
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--

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

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Grant Performance Reporting Requirements
Impact 1.1

A new section of the questionnaire dedicated to measuring grantee perceptions of the Grant Performance Reporting Requirements was added to the survey in 2020. Respondents were asked to think about the Annual Performance Report or the Consolidated State Performance Report, where applicable, when rating the reporting attributes. The overall rating of 78 in this area is a strong debut, especially considering the relatively high impact of this component. There is more variation across the individual attributes within this area that most other satisfaction drivers. The highest individual rating of 81 comes from the ease of submitting reports electronically. This high score indicates no real need to enhance this area unless clear and obvious improvements are possible without any significant associated costs. The availability of assistance when completing reports and the clarity of the reporting requirements were each rated a 78, followed by a score of 76 for the usefulness of the reporting data in helping improve the grant program or project. Having reliable assistance available for a variety of topics is essential to the grantee experience and guidance in report submission is no exception. Most programs are doing a fine job of having staff ready and willing to help in this regard, but program-level results should be examined to ensure that this is not a blind spot. Any score below 70 for the availability of assistance would indicate a need to shore up this area with dedicated staff easily accessible to grantees for help with completing performance reports.

The lowest rated Grant Performance Reporting Requirements attributes at the aggregate level are the ease of obtaining data required for reporting (74) and the understanding of how ED uses the submitted data/reports (68). For most programs, these areas present the greatest opportunity for improving the reporting requirements driver and boosting overall satisfaction.

A common appeal in the open-ended feedback was for additional time to prepare annual reporting, which could be achieved by moving the planning meetings ahead in the year. Another opportunity for improved efficiency in this area would be the alignment of reporting dates to the academic calendar or outlining the year's reporting deadlines well in advance so that grantees have ample time to prepare. Finally, ED staff should prioritize providing feedback on how submitted data is used by the Department. Along with the relatively low score, many grantees commented on how they would appreciate a better understanding of how their submitted data is used given the substantial time spent on completing the reports.

Grant Performance Reporting Requirements - Aggregate Scores

	2020 Scores
Grant Performance Reporting Requirements	**76**
Clarity of reporting requirements	78
Ease of obtaining data you are required to report	74
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	78
Usefulness of the data to help you improve your grant program/project	76
Your understanding of how ED uses your data	68
Sample Size	**2,138**

The margin between the highest and lowest Grant Performance Reporting Requirements scores at the program level is 52 points. The pandemic has certainly added a degree of difficulty in submitting reports in a timely fashion that may not affect every program the same way, leading to the wide gap seen here. For the majority of programs, opportunities for improvement lie in better communicating how submitted data is used and creating clear timelines for reporting well in advance.

Grant Performance Reporting Requirements - Scores by Program

Program (Grant Performance Reporting Requirements)	Score
College Assistance Migrant Program	92
High School Equivalency Program - Migrant Education	91
School Climate Transformation Grants (SEAs) program	85
Statewide Family Engagement Centers (SFEC) program	84
Teacher Quality Partnership Program	84
Magnet Schools Assistance Program	84
Project Prevent	83
Carl D. Perkins Career and Technical Education State Directors	83
Innovative Approaches to Literacy Program	83
Graduate Assistance in Areas of National Need Program	83
School Climate Transformation Grants (LEAs) program	82
Education for Homeless Children and Youth Program	82
Adult Education and Family Literacy Act (AEFLA) Program	82
Comprehensive Literacy State Development	82
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	82
Grants for State Assessments	81
Assistance for Arts Education Development and Dissemination Program	81
21st Century Community Learning Centers	81
Native Hawaiian Career and Technical Education Program	81
Teacher and school leader incentive grants (ESEA II-B-1)	81
American Overseas Research Centers program	81
Predominantly Black Institutions (PBI)	81
Group Projects Abroad program	81
REAP-Small, Rural School Achievement (SRSA) Program	80
Language Resource Centers program	80
Strengthening Historically Black Colleges and Universities (HBCU) program	80
IDEA National Centers Program	79
Native American and Alaska Native Children in School Program	79
Minority Science and Engineering Improvement Program	79
Neglected and Delinquent State and Local Agency Programs	78
Student Support Services	78
Native Hawaiian Education Act Program/Education of Native Hawaiian	77
National Professional Development Program	77
Mental Health Demonstration Grants program	77
Indian Education Formula Grants to Local Education Agencies Program	77
Immediate Aid to Restart School Operations	76
REAP-Rural and Low-Income School (RLIS) Program	76
Migrant Education Programs (Title I, Part C)	76
Developing Hispanic Serving Institutions	76
Child Care Access Means Parents in School	75
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	75
Native American Serving Non-Tribal Institutions Program	75
Upward Bound	75
Promise Neighborhoods	74
Charter Schools Program Grants to State Entities	74
Education Innovation and Research Programs	74

Program (Grant Performance Reporting Requirements)	Score
IDEA – State Directors of Special Education (Part B) Program	74
Alaska Native Education Program	73
IDEA – Part C Infants and Toddlers with Disabilities Program	73
GEAR UP - Partnerships	73
Asian American and Native American Pacific Islander Institutions Program	73
Full-service community schools (ESEA IV-F-2, section 4625) program	71
Foreign Language and Area Studies Fellowships program	71
Demonstration Grants for Indian Children/Special Projects for Indian Children	70
Strengthening Institutions Program	70
Tribally Controlled Colleges and Universities (TCCU)-Part A program	69
Javits Program	68
Native American Career and Technical Education Program	68
Doctoral Dissertation Research Abroad (DDRA)	66
Rehabilitation Long-Term Training Program	65
English Language Acquisition State Grants (Title III, Part A)	65
RSA Vocational Rehabilitation Program	65
Student Support and Academic Enrichment	64
Improving Basic Programs Operated by Local Educational Agencies Program	63
Supporting Effective Instruction State Grants (Title II, Part A)	61
Supporting Effective Educator Development Program	52
GEAR UP - State	52
Replication and Expansion of High-Quality Charter Schools	40
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--

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

ED Staff/Coordination
Impact 1.0

The ED Staff/Coordination driver improved 5 points in 2020, driving it to an exceptional rating of 87. This driver has historically been among the highest performing components of the grantee experience measured by the survey and a key strength of the Department. The professionalism of federal staff, an attribute added to this year's survey, was rated a 93, the single highest rated item on the entire core survey. Significant improvements were had for several aspects of the ED Staff/Coordination driver, including 6-point increases for staff knowledge and consistency of responses across different program offices. This is a particularly impressive result in the year where a pandemic has created unprecedented circumstances, shifting policies and new legislation. ED staff have been an invaluable resource for grantees in helping guide them through a tumultuous environment and should be commended for their important management in an extremely difficult situation.

With strong attribute scores from top to bottom in this area, the priority in looking forward is simply to maintain the strong partnerships federal staff have forged with grantees.

ED Staff/Coordination - Aggregate Scores

	2019 Scores	2020 Scores	Difference	Significant Difference
ED Staff/Coordination	**82**	**87**	**5**	**↑**
Knowledge of relevant legislation, regulations, policies, and procedures	83	89	6	↑
Responsiveness to your questions	80	84	4	↑
Professionalism	--	93	--	
Sufficiency of legal guidance in responses	82	85	3	↑
Communication about changes that may affect your program	--	85	--	
Consistency of responses with ED staff from different program offices	80	86	6	↑
Collaboration with other ED programs or offices in providing relevant services	80	84	4	↑
Sample Size	**1,406**	**2,354**		

Arrows indicate a statistically significant difference from 2019 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

CFI Group

All but two programs rated the ED Staff/Coordination component at a 75 or above this year, with 30 of the 70 participating programs achieving a score in the 90s. These widespread strong scores are evidence of positive collaboration among program staff, learning from each other and developing best practices in terms of the guidance provided to grantees.

ED Staff/Coordination - Scores by Program

Program (ED Staff/Coordination)	Score
American Overseas Research Centers program	97
Statewide Family Engagement Centers (SFEC) program	97
Foreign Language and Area Studies Fellowships program	96
Language Resource Centers program	95
Project Prevent	95
Predominantly Black Institutions (PBI)	95
Graduate Assistance in Areas of National Need Program	95
Group Projects Abroad program	95
Minority Science and Engineering Improvement Program	94
College Assistance Migrant Program	93
High School Equivalency Program - Migrant Education	93
School Climate Transformation Grants (LEAs) program	93
Education for Homeless Children and Youth Program	93
Native Hawaiian Education Act Program/Education of Native Hawaiian	93
Promise Neighborhoods	93
Immediate Aid to Restart School Operations	93
Carl D. Perkins Career and Technical Education State Directors	93
Teacher Quality Partnership Program	92
National Professional Development Program	92
Grants for State Assessments	92
IDEA National Centers Program	92
Payments for Federal Property (Section 7002)	91
Strengthening Historically Black Colleges and Universities (HBCU) program	91
Native American and Alaska Native Children in School Program	91
Adult Education and Family Literacy Act (AEFLA) Program	91
Asian American and Native American Pacific Islander Institutions Program	91
Innovative Approaches to Literacy Program	90
Comprehensive Literacy State Development	90
REAP-Small, Rural School Achievement (SRSA) Program	90
REAP-Rural and Low-Income School (RLIS) Program	90
Mental Health Demonstration Grants program	89
Assistance for Arts Education Development and Dissemination Program	89
GEAR UP - Partnerships	89
School Climate Transformation Grants (SEAs) program	88
Payments for Federally Connected Children (Section 7003)	88
Developing Hispanic Serving Institutions	88
Strengthening Institutions Program	88
Magnet Schools Assistance Program	87
Full-service community schools (ESEA IV-F-2, section 4625) program	87
Charter Schools Program Grants to State Entities	87
Child Care Access Means Parents in School	87
21st Century Community Learning Centers	87
Indian Education Formula Grants to Local Education Agencies Program	86
Native Hawaiian Career and Technical Education Program	85
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	85
Tribally Controlled Colleges and Universities (TCCU)-Part A program	85

CFI Group

Program (ED Staff/Coordination)	Score
Migrant Education Programs (Title I, Part C)	85
Demonstration Grants for Indian Children/Special Projects for Indian Children	85
Doctoral Dissertation Research Abroad (DDRA)	85
Native American Serving Non-Tribal Institutions Program	85
Rehabilitation Long-Term Training Program	85
Alaska Native Education Program	84
Education Innovation and Research Programs	84
Javits Program	83
Neglected and Delinquent State and Local Agency Programs	83
IDEA – Part C Infants and Toddlers with Disabilities Program	83
Supporting Effective Instruction State Grants (Title II, Part A)	83
Student Support and Academic Enrichment	82
Native American Career and Technical Education Program	82
Teacher and school leader incentive grants (ESEA II-B-1)	81
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	81
GEAR UP - State	80
English Language Acquisition State Grants (Title III, Part A)	79
Improving Basic Programs Operated by Local Educational Agencies Program	79
Student Support Services	78
Upward Bound	77
IDEA – State Directors of Special Education (Part B) Program	77
RSA Vocational Rehabilitation Program	75
Supporting Effective Educator Development Program	68
Replication and Expansion of High-Quality Charter Schools	56

Documents

Impact 0.9

The Documents driver, which measures aspects of the written correspondence provided to grantees, gained 4 points this year to an overall rating of 81. Each of its five individual attributes experienced a significant increase. The correspondence sent to grantees is well organized (83), clear (82) and relevant to the areas of grantee needs (82). The sufficiency of detail improved greatly, adding 5 points to a 2020 score of 81. The comprehensiveness of the documentation in addressing the scope of issues grantees face lags behind the other metrics slightly but like the others, increased significantly in 2020 to a rating of 79. As with the ED Staff/Coordination component, there is no clear aspect of the Documents driver that needs special attention in terms of improvement efforts. Individual programs can examine their specific scores to identify any particular items where they lag behind the survey's averages but in general, documentation can be considered another highlight of the grantee experience. Note that Office of Postsecondary Education respondents were not asked the questions in the Documents section of the questionnaire.

Documents - Aggregate Scores

	2019 Scores	2020 Scores	Difference	Significant Difference
Documents	**77**	**81**	**4**	**↑**
Clarity	77	82	5	↑
Organization of information	78	83	5	↑
Sufficiency of detail to meet your program needs	76	81	5	↑
Relevance to your areas of need	79	82	3	↑
Comprehensiveness in addressing the scope of issues that you face	75	79	4	↑
Sample Size	**938**	**1,387**		

Arrows indicate a statistically significant difference from 2019 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

On the next page are the Documents scores by program, ranging from 50 to 91. While most programs have correspondence in place that is meeting the needs of grantees, some of the open-ended feedback suggested that *more* correspondence would be helpful, particularly via email. Sending regular updates from a consistent source keeps grantees informed of current events and adds a layer of engagement with the Department.

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.

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Program (Documents)	Score
Native Hawaiian Career and Technical Education Program	91
Comprehensive Literacy State Development	91
College Assistance Migrant Program	91
National Professional Development Program	90
High School Equivalency Program - Migrant Education	90
Innovative Approaches to Literacy Program	89
Project Prevent	89
Native American and Alaska Native Children in School Program	88
Migrant Education Programs (Title I, Part C)	87
Payments for Federal Property (Section 7002)	87
School Climate Transformation Grants (LEAs) program	87
Adult Education and Family Literacy Act (AEFLA) Program	86
Education for Homeless Children and Youth Program	86
Teacher Quality Partnership Program	86
Native Hawaiian Education Act Program/Education of Native Hawaiian	86
Magnet Schools Assistance Program	85
REAP-Rural and Low-Income School (RLIS) Program	85
Full-service community schools (ESEA IV-F-2, section 4625) program	85
Statewide Family Engagement Centers (SFEC) program	85
Grants for State Assessments	84
Promise Neighborhoods	84
School Climate Transformation Grants (SEAs) program	84
Teacher and school leader incentive grants (ESEA II-B-1)	83
Mental Health Demonstration Grants program	83
Carl D. Perkins Career and Technical Education State Directors	82
Payments for Federally Connected Children (Section 7003)	82
Assistance for Arts Education Development and Dissemination Program	82
IDEA National Centers Program	81
Immediate Aid to Restart School Operations	81
Indian Education Formula Grants to Local Education Agencies Program	81
REAP-Small, Rural School Achievement (SRSA) Program	81
Student Support and Academic Enrichment	80
Improving Basic Programs Operated by Local Educational Agencies Program	79
21st Century Community Learning Centers	79
Demonstration Grants for Indian Children/Special Projects for Indian Children	78
Rehabilitation Long-Term Training Program	76
English Language Acquisition State Grants (Title III, Part A)	76
Neglected and Delinquent State and Local Agency Programs	76
Native American Career and Technical Education Program	75
Alaska Native Education Program	75
IDEA – State Directors of Special Education (Part B) Program	74
Charter Schools Program Grants to State Entities	74
IDEA – Part C Infants and Toddlers with Disabilities Program	73
Education Innovation and Research Programs	72
RSA Vocational Rehabilitation Program	71
Javits Program	69
Supporting Effective Instruction State Grants (Title II, Part A)	66
Supporting Effective Educator Development Program	59
Replication and Expansion of High-Quality Charter Schools	50
GEAR UP - State	--
GEAR UP - Partnerships	--

Program (Documents)	Score
Child Care Access Means Parents in School	--
Strengthening Institutions Program	--
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	--
Minority Science and Engineering Improvement Program	--
Developing Hispanic Serving Institutions	--
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	--
Tribally Controlled Colleges and Universities (TCCU)-Part A program	--
Native American Serving Non-Tribal Institutions Program	--
Asian American and Native American Pacific Islander Institutions Program	--
Strengthening Historically Black Colleges and Universities (HBCU) program	--
Predominantly Black Institutions (PBI)	--
Student Support Services	--
Upward Bound	--
Graduate Assistance in Areas of National Need Program	--
Foreign Language and Area Studies Fellowships program	--
Doctoral Dissertation Research Abroad (DDRA)	--
American Overseas Research Centers program	--
GEAR UP - State	--
GEAR UP - Partnerships	--

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

Online Resources

Impact 0.5

After a 5-point decline in 2019, the Online Resources rating rebounded this year, gaining 7 points to rise to 75. This section of the questionnaire specifically asks respondents to rate the Online Resources of their program's content on the ED.gov (or OESE.ED.gov) website. Some programs with separate external websites asked for feedback of those resources within their custom question section of the questionnaire, with those results reported in Appendix B. The quality of content on the site (77) was new to the survey this year and had the highest component score, followed by the accuracy of search results (76). Search result ratings often lag behind other website metrics, so this positive initial score demonstrates that the built-in search engine is generally meeting the needs of grantees.

The ease of finding materials, ability to accomplish the goal of visiting the site, and ease of navigation are all rated a 75 this year, all significantly improved from a year ago. The look and feel of the site is rated a 74 – a positive score albeit slightly lower than the other website attributes. The newly designed OESE.ED.gov website is at the top of the office-level ratings for the Look and feel/Visual appearance rating, with each Office's results shown below for comparison.

Look and feel/Visual appearance scores by Office

- OESE: 77
- OELA: 77
- OPE: 71
- OCTAE: 71
- OSERS: 65

Online Resources - Aggregate Scores

	2019 Scores	2020 Scores	Difference	Significant Difference
Online Resources	**68**	**75**	**7**	**↑**
Ease of finding materials online	67	75	8	↑
Quality of content	--	77	--	
Ability to accomplish what you want on the site	68	75	7	↑
Accuracy of search results	--	76	--	
Ease of navigation	68	75	7	↑
Look and feel/Visual appearance	--	74	--	
Sample Size	**1,392**	**2,194**		

Arrows indicate a statistically significant difference from 2019 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

CFI Group

Online Resources scores range from 51 to 94. Programs at the lower end of the spectrum are encouraged to review their specific attribute ratings to find the greatest areas for opportunity for improvement. Respondents are also asked for suggestions on how their program's online content can be improved which can serve as very valuable information at the program level. Open-ended feedback can be found in Appendix C of this report.

Online Resources - Scores by Program

Program (Online Resources)	Score
Native Hawaiian Career and Technical Education Program	94
Language Resource Centers program	89
Minority Science and Engineering Improvement Program	88
Teacher and school leader incentive grants (ESEA II-B-1)	88
American Overseas Research Centers program	87
School Climate Transformation Grants (SEAs) program	86
Project Prevent	85
Predominantly Black Institutions (PBI)	84
Innovative Approaches to Literacy Program	84
Payments for Federal Property (Section 7002)	83
College Assistance Migrant Program	83
High School Equivalency Program - Migrant Education	83
School Climate Transformation Grants (LEAs) program	83
Teacher Quality Partnership Program	83
Magnet Schools Assistance Program	83
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	82
Graduate Assistance in Areas of National Need Program	81
Comprehensive Literacy State Development	80
Mental Health Demonstration Grants program	80
National Professional Development Program	80
Education for Homeless Children and Youth Program	80
Assistance for Arts Education Development and Dissemination Program	80
Payments for Federally Connected Children (Section 7003)	79
Group Projects Abroad program	79
Native Hawaiian Education Act Program/Education of Native Hawaiian	79
Indian Education Formula Grants to Local Education Agencies Program	79
Strengthening Historically Black Colleges and Universities (HBCU) program	78
Native American and Alaska Native Children in School Program	78
Promise Neighborhoods	78
REAP-Small, Rural School Achievement (SRSA) Program	78
Full-service community schools (ESEA IV-F-2, section 4625) program	78
REAP-Rural and Low-Income School (RLIS) Program	78
Immediate Aid to Restart School Operations	77
Carl D. Perkins Career and Technical Education State Directors	77
Developing Hispanic Serving Institutions	76
Grants for State Assessments	76
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	76
IDEA National Centers Program	75
Upward Bound	75
Tribally Controlled Colleges and Universities (TCCU)-Part A program	75
Statewide Family Engagement Centers (SFEC) program	74
Migrant Education Programs (Title I, Part C)	74
Strengthening Institutions Program	74
Charter Schools Program Grants to State Entities	73
Child Care Access Means Parents in School	73
Student Support Services	73

Program (Online Resources)	Score
Javits Program	73
Foreign Language and Area Studies Fellowships program	72
Adult Education and Family Literacy Act (AEFLA) Program	72
Neglected and Delinquent State and Local Agency Programs	72
GEAR UP - Partnerships	72
Alaska Native Education Program	72
21st Century Community Learning Centers	71
Student Support and Academic Enrichment	71
Education Innovation and Research Programs	71
Demonstration Grants for Indian Children/Special Projects for Indian Children	70
English Language Acquisition State Grants (Title III, Part A)	70
Native American Career and Technical Education Program	69
Doctoral Dissertation Research Abroad (DDRA)	67
IDEA – Part C Infants and Toddlers with Disabilities Program	66
Native American Serving Non-Tribal Institutions Program	66
Rehabilitation Long-Term Training Program	66
Asian American and Native American Pacific Islander Institutions Program	65
Supporting Effective Educator Development Program	65
IDEA – State Directors of Special Education (Part B) Program	64
Improving Basic Programs Operated by Local Educational Agencies Program	61
RSA Vocational Rehabilitation Program	61
GEAR UP - State	60
Replication and Expansion of High-Quality Charter Schools	56
Supporting Effective Instruction State Grants (Title II, Part A)	51

Information in Application Package

Only respondents representing the Office of Postsecondary Education (OPE) program were asked about the information in the application package. After a significant increase in 2019, this component's score gained another point in 2020 to reach a new high of 88. The individual attributes measured were mostly consistent year-over-year, with the only statistically significant increase being a 2-point improvement in how easy it was for grantees to find and understand information regarding selection criteria.

Information in Application Package - Aggregate Scores

	2019 Scores	2020 Scores	Difference	Significant Difference
Information in Application Package	**87**	**88**	**1**	
Program Purpose	88	89	1	
Program Priorities	88	88	0	
Selection Criteria	85	87	2	↑
Review Process	82	84	2	
Budget Information and Forms	82	84	2	
Deadline for Submission	91	91	0	
Dollar Limit on Awards	88	88	0	
Page Limitation Instructions	87	88	1	
Formatting Instructions	85	86	1	
Program Contact	90	91	1	
Sample Size	**414**	**802**		

Arrows indicate a statistically significant difference from 2019 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 78 for GEAR UP-State to 95 for the American Overseas Research Centers program.

Information in Application Package - Scores by Program

Program (Information in Application Package)	Score
American Overseas Research Centers program	95
Predominantly Black Institutions (PBI)	94
Language Resource Centers program	93
Minority Science and Engineering Improvement Program	93
Graduate Assistance in Areas of National Need Program	91
Group Projects Abroad program	91
Strengthening Historically Black Colleges and Universities (HBCU) program	90
Developing Hispanic Serving Institutions	90
Child Care Access Means Parents in School	90
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	90
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	90
GEAR UP - Partnerships	89
Doctoral Dissertation Research Abroad (DDRA)	87
Native American Serving Non-Tribal Institutions Program	87
Student Support Services	87
Foreign Language and Area Studies Fellowships program	86
Strengthening Institutions Program	86
Tribally Controlled Colleges and Universities (TCCU)-Part A program	84
Upward Bound	84
Asian American and Native American Pacific Islander Institutions Program	81
GEAR UP - State	78
Statewide Family Engagement Centers (SFEC) program	--
Project Prevent	--
College Assistance Migrant Program	--
High School Equivalency Program - Migrant Education	--
School Climate Transformation Grants (LEAs) program	--
Education for Homeless Children and Youth Program	--
Native Hawaiian Education Act Program/Education of Native Hawaiian	--
Promise Neighborhoods	--
Immediate Aid to Restart School Operations	--
Carl D. Perkins Career and Technical Education State Directors	--
Teacher Quality Partnership Program	--
National Professional Development Program	--
Grants for State Assessments	--
IDEA National Centers Program	--
Payments for Federal Property (Section 7002)	--
Native American and Alaska Native Children in School Program	--
Adult Education and Family Literacy Act (AEFLA) Program	--
Innovative Approaches to Literacy Program	--
Comprehensive Literacy State Development	--
REAP-Small, Rural School Achievement (SRSA) Program	--
REAP-Rural and Low-Income School (RLIS) Program	--
Mental Health Demonstration Grants program	--
Assistance for Arts Education Development and Dissemination Program	--
School Climate Transformation Grants (SEAs) program	--
Payments for Federally Connected Children (Section 7003)	--
Magnet Schools Assistance Program	--
Full-service community schools (ESEA IV-F-2, section 4625) program	--

Program (Information in Application Package)	Score
Charter Schools Program Grants to State Entities	--
21st Century Community Learning Centers	--
Indian Education Formula Grants to Local Education Agencies Program	--
Native Hawaiian Career and Technical Education Program	--
Migrant Education Programs (Title I, Part C)	--
Demonstration Grants for Indian Children/Special Projects for Indian Children	--
Rehabilitation Long-Term Training Program	--
Alaska Native Education Program	--
Education Innovation and Research Programs	--
Javits Program	--
Neglected and Delinquent State and Local Agency Programs	--
IDEA – Part C Infants and Toddlers with Disabilities Program	--
Supporting Effective Instruction State Grants (Title II, Part A)	--
Student Support and Academic Enrichment	--
Native American Career and Technical Education Program	--
Teacher and school leader incentive grants (ESEA II-B-1)	--
English Language Acquisition State Grants (Title III, Part A)	--
Improving Basic Programs Operated by Local Educational Agencies Program	--
IDEA – State Directors of Special Education (Part B) Program	--
RSA Vocational Rehabilitation Program	--
Supporting Effective Educator Development Program	--
Replication and Expansion of High-Quality Charter Schools	--

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

Satisfaction Benchmark

The satisfaction benchmark question, "Overall, when I think of all of the [Office's] products and services, I am satisfied with their quality," was again included in this year's survey. Respondents rate their satisfaction with their program office's products and services on a four-point scale. This year, 91% responded 'Agree' or 'Strongly Agree'. This includes 47% of grantees who fall into the 'Strongly Agree' category, which represents a notable 10 percentage point improvement in this most satisfied category. The percentage of respondents saying they "Disagree" or "Strongly Disagree" with being satisfied with the ED's products and services fell to just 7%.

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

	2020	2019	2018	2017
Strongly agree	47%	37%	35%	35%
Agree	44%	51%	54%	55%
Disagree	6%	8%	8%	7%
Strongly disagree	1%	2%	2%	1%
Does not apply	1%	2%	2%	2%

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Chapter III

Summary and Recommendations

The overall ACSI score of 78 marks the highest level of grantee satisfaction recorded by the survey since its inception in 2007. The 4-point improvement since last year is the largest year-over-year change in satisfaction since 2010 and continues a positive upward trend in satisfaction since 2015. In order to identify key opportunities for continued improvement, components of the program experience that are associated with relatively lower scores coupled with higher impacts should be considered key action areas, as improvements in these aspects are likely to yield relatively greater increases in the overall level of satisfaction.

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

Performance and Impact of Driver Areas
Performance scores for each of the areas are represented on the vertical axis. These are on a scale of 0 to 100 with 100 being the best possible score. The impact each area has on satisfaction is shown on the horizontal axis with the impact representing the expected improvement in the satisfaction index given a 5-point improvement in that area.

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

Key Action Areas

The newly added Grant Performance Reporting Requirements driver was found to have a relatively high impact on satisfaction while being rated lower than most other aspects of the grantee experience. In looking for opportunities to improve this score, and therefore elevate satisfaction to even higher levels, there are a couple of key themes from the survey results that offer suggestions for where the greatest opportunities lie. The first is prioritizing a deliberate effort to provide feedback to grantees after their reports have been submitted. Understand how ED uses submitted data was rated notably lower than the other metrics within the reporting component and open-ended feedback affirms that there is a desire from grantees to know more about how the data in their reports are used. Improving communication in this regard gives grantees an opportunity to learn more about the full process and could create efficiencies in how the reports are compiled and organized in future cycles.

The second opportunity to improve the annual reporting process is uncovered by the grantee comments. When asked how the reporting process could be improved, many grantees across all offices noted that the earlier dissemination of reporting deadlines that better align with academic calendars would be helpful. In some cases, grantees commented on having tight timelines which impact the quality of their reports. Grantees would benefit from knowing at the beginning of the year when reports will need to be submitted so they can allot the proper amount of time to the compilation of the necessary data while working around normal schedules of the academic calendar.

For many programs, the Technical Assistance provided was found to be particularly influential on overall satisfaction. With a strong score of 79 at the aggregate level, improvements in this area are likely to be more incremental, taking advantage of smaller opportunities that could turn good experiences into great ones or finding areas that could be improved at the program level. One common theme from the open-ended comments that can be applied to many aspects of the grantee experience, but especially for how Technical Assistance is utilized, is enhanced knowledge sharing. Many grantees voiced their desire to connect with individuals from other programs to share and learn best practices. Federal program staff and other Technical Assistance providers could benefit from the same by connecting at regular intervals to present how they are using technology to help grantees implement their grants and staying connected throughout the year.

Monitor

The Online Resources component appears in the Monitor quadrant of the priority matrix chart. Its low to moderate impact value means that other aspects of the grantee experience have a higher degree of influence on satisfaction at this time. However, the content available on the ED.gov (or OESE.ED.gov) website is still important in providing grantees with useful resources available at their convenience. Grantees have rated this area much higher this year, informing ED that recent improvement efforts to freshen the website content and improve its usability have been successful.

Maintain

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

Results by Program

In the Results by Program portion of this report, each specific program's results are summarized. Additionally, many programs included open ended questions to be asked of their grantees. These verbatim comments are provided in the appendix of this report.

Office of English Language Acquisition (OELA)

Native American and Alaska Native Children in School Program

The Native American and Alaska Native Children in School Program satisfaction increased 9 points over the last year to land at 85 in the 2020 survey. This impressive rating puts this program's satisfaction level near the very top of all 70 programs surveyed this year. This program's response rate continues to be near perfect, with 15 of 17 invited grantees completing the survey. The strong ratings provided by these grantees are not limited to satisfaction. The ED Staff/Coordination component, measuring interactions with federal staff from the program's office, was rated a 91. With all specific attributes rating these interactions scored at 87 or above, there are no apparent weaknesses in these interactions at this time. The Online Resources available specifically on the ED.gov website were rated a 78, which relatively speaking is lower than all other components measured for this program. However, this score is up 11 points from the 2019 survey, indicating positive change in being able to find materials online and ultimately accomplish the intended goals of logging on to ED.gov. New questions were added to this section in 2020, including the quality of content (78), accuracy of search results (77) and the look and feel of the site (74). With each of these scoring in the mid- to upper-70s, grantees' needs are largely being met in this area. However, attention should continue to be paid on keeping the site's content up-to-date and intuitive to users in order to maintain or even enhance the perceptions of the website going forward. Custom questions asked only on OELA grantees reveal consistent ratings of the OELA and NCELA websites among this program's respondents. The usefulness of the OELA Facebook page improved 5 points year-over-year but remains the lowest scoring attribute for this program with a rating of 58.

National Professional Development Program

Satisfaction among National Professional Development Program grantees remains very strong with a score of 80, which represents a single point decline from a year ago. Interactions with federal staff are optimal, with an ED Staff/Coordination score of 92. Particular bright spots include ED staff knowledge of relevant legislation, regulations, policies and procedures (96) and the professionalism (94) of the staff. Online Resources specific to this program's content on the ED.gov website improved 7 points to 80, boosted by improvements in the ease of being able to find materials online (+7), the ease of navigation (+9) and the ability to accomplish tasks on the site (+7). The accuracy of search results (79) and visual appearance of the site (78) debuted with very strong ratings, bolstering the positive overall Online Resources rating. New questions were added to the survey asking grantees about reporting requirements. This component's initial overall rating is a 77 among NPD grantees. A closer look at the attributes comprising this score show relative strengths and opportunities for improvement. High scores of 82 were given for the availability of assistance in completing reports and the usefulness of data helping improve the grant program. In looking for ways to further improve the reporting requirements aspect of the grantee experience, look to improve the communication with grantees in terms of how ED uses the data provided, as this attribute was rated a 65. All metrics related to the Technical Assistance provided to NPD grantees received very high scores, with the highest rating ascribed to ED-funded technical assistance providers in helping grantees learn to implement their grant (93). The widespread positive feedback from NPD grantees shows a high level of satisfaction in just about all areas of the grantee experience. Program leadership should focus on maintaining the high level of service and guidance being provided while looking for opportunities to make incremental changes that could further enhance the interactions between grantees and the Department.

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 an 81. This is a 5-point improvement from a year ago and the highest ever satisfaction score for this program. All major

components of the grantee experience were rated very high in 2020, ranging from scores of 72 for Online Resources to 91 for ED Staff/Coordination. While the Online Resources score, which measures the program content available on ED.gov, increased 4 points from last year's survey, it is still rated slightly lower than 2018's score of 75. In looking for ways to provide an even better experience for grantees on the ED.gov site, the focus should be on the visual appearance of the site and making it easier to find materials online. Each of these attributes was rated a 69 in this year's survey. New questions related to Grant Performance Reporting Requirements were added to the 2020 questionnaire, with this program's grantees rating this area an 82 overall. While all specific attributes of the reporting requirements block receive strong ratings, the ease of obtaining data grantees are required to report offers the most room for improvement with a rating of 69. Custom questions asked only of this program's grantees asked about the ease of using the web-based National Reporting System (NRS) to report state performance data. This attribute was rated an 83, an increase of 7 points from last year. The usefulness of the training offered by OCTAE to support the NRS was rated an 81, up 2 points from last year's survey. Additional results of the custom questions asked of this program's grantees can be found in Appendix B of this report.

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

Carl D. Perkins Career & Technical Education Program grantee satisfaction improved 2 points to an overall rating of 80. CTE grantees rated their interactions with federal staff exceptionally high, with an overall score of 93. The support from federal staff who work with this program has been consistently exemplary, with the grantee feedback signaling no need for any significant changes in this area. The only component score that declined from last year is Online Resources, falling 3 points to 77. While still a very strong score, attention could be paid to the visual appearance and ease of navigating the site, with each of these attributes rated a 75. Last year, the lowest scoring item on the survey among CTE grantees was the comprehensiveness of the written communication in addressing the scope of issues grantees faced. In 2020, this score jumped 7 points to 79, indicating efforts to make the correspondence more comprehensive and applicable to grantee issues paid off and made a positive difference. Grant Performance Reporting Requirements received a strong initial rating of 83, with particularly strong performance in the availability of assistance in helping grantees complete their reports. In looking for ways to further improve the reporting requirements area, there is relatively more room for improvement in the grantees' ease of obtaining data required to report and providing a better understanding to grantees in terms of how ED is using the data submitted. The Technical Assistance received by CTE grantees also received a positive overall rating of 83. The technical assistance services provided do a great job of helping grantees successfully implement their grant. Assistance with developing resource materials for use in the program offers the greatest room for improvement among the specific attributes related to Technical Assistance with a score of 73.

Native American Career and Technical Education Program

In its first year of participating in the Grantee Satisfaction Survey, grantees from the Native American Career and Technical Education Program rated their satisfaction a 76 on the 0-100 scale. Of the core grantee experience components rated by respondents, ED Staff/Coordination received the highest score of 82. This measure of interactions with federal staff saw extremely high scores for the staff's professionalism (92) and collaboration with other ED programs in providing services (92). Further improvements to the ED Staff/Coordination component are likely to come as a result of enhanced responsiveness to questions, as this was this area's lowest rated attribute with a score of 70. The Online Resources of the program's content on the ED.gov website was rated a 69; 6 points below the aggregate rating among all programs surveyed. Improving the accuracy of search results and ease of navigation present the greatest opportunities to strengthen the Online Resources rating. The Technical Assistance provided by program staff and/or OCTAE in general received an overall rating of 70. Grantees rated the program staff's technical assistance in helping them learn how to implement their grant program at an impressive score of 80. There is room for improvement to be had in creating opportunities to share best practices via learning groups (51). A highlight of the survey results specific to this program's feedback is the exceptional Trust score of 91. This measure of the degree of trust grantees have that OCTAE is dedicated to work with them in meeting their organization's needs. Ratings of additional custom questions asked of this program's grantees can be found in Appendix B of this report.

Native Hawaiian Career and Technical Education Program

Native Hawaiian Career and Technical Education Program grantees rated their satisfaction a 78. This strong positive result shows that despite its small size in terms of number of grantees, te support received by this program is well received. Federal staff interactions are a strength, with an ED Staff/ Coordination score of 85. Likewise, the Online Resources (94) and Documents (91), which measures the written correspondence sent to grantees are meeting or surpassing grantee expectations. Grant Performance Reporting Requirements are rated an overall 81, with the top scores in this area coming for the clarity of the reporting requirements (89) and the ease of submitting reports electronically (89). There is an opportunity to better communicate how ED uses the data submitted by grantees (56). The Technical Assistance component was rated a 72. Scores are mostly consistent in this area but there is relatively more room for improvement in using evidence-based practices in implementing program activities (67) and creating opportunities to share best practices via learning groups (67). In the custom section of the questionnaire, grantees of this program rated the usefulness of PCRN an 83. The usefulness and relevance of project director meetings in providing technical assistance was rated particularly high at 94. The strong debut for this program shows grantees needs' largely being met, continuing to measure grantee satisfaction while pushing for increased participation in future surveys will give program staff a more complete picture of this program's grantee experience.

Office of Special Education and Rehabilitative Services (OSERS)

IDEA – State Directors of Special Education (Part B)
For the second consecutive year, State Directors of Special Education rated their satisfaction a 71, keeping it at the upper end of this program's historical average. The ED Staff/Coordination score, measuring interactions between grantees and federal staff, was rated a 77 – down 7 points from last year's survey. While still a strong score, ensure that program staff supporting these grantees are equipped with the most current information to provide grantees with knowledgeable and timely responses to questions related to relevant legislation, regulations, policies and procedures. The collaboration with other ED programs or offices in providing services rating fell 12 points to a score of 69 and is down from a high of 90 in 2018. To the extent possible, use collaboration with other programs to identify best practices and good ideas toward implementing the grant program. The Online Resources component was rated a 64; unchanged from a year ago. Open-ended grantee feedback suggested that program content on the ED.gov website be sorted with clear major topic areas leading to drop-down menus that make it easier to navigate to sought after content more efficiently. The quality of content (71) received the highest score related to the website. New questions related to Grant Performance Reporting Requirements were added to the 2020 questionnaire. Overall, this program's respondents rated the reporting requirements component a 74, a slight 2 points lower than the average among all programs surveyed. The availability of assistance in completing the reports (79) was the highest rated attribute in this area, while helping grantees understand how their submitted data is being used (69) presents the greatest room for improvement. Ratings of additional custom questions asked of this program's grantees regarding the assistance they receive from OSEP staff can be found in Appendix B of this report.

IDEA – Part C Infants and Toddlers with Disabilities Program
Satisfaction among Lead Agency Early Intervention Coordinators improved 5 points to set a new record high (74) for this program. Interactions with federal staff, measured by the ED Staff/Coordination component improved 1 point to 83. The professionalism of program staff was rated an exceptional 91. There were slight declines in the scores for sufficiency of legal guidance (-3) and responsiveness to questions (-3). While these scores remain strong, ensuring that program staff prioritize prompt responses to grantees and ensuring that questions regarding legal matters are answered clearly and completely will help buttress the overall quality of these interactions and drive this key component score higher. The Online Resources specific to the program content on ED.gov is another opportunity to drive overall satisfaction higher. With an unchanged score of 66, Online Resources is the lowest component score from the survey, with particular opportunities in enhancing the ease of navigation (62) and the general look and feel of the site (62). The quality of content (76) is the highest rated attribute related to Online Resources, illustrating that grantees are less likely to be critical of the website content itself than the path taken to find it. The Technical Assistance provided to grantees is a strength, with an overall rating of 80, a point higher than the aggregate rating. In the custom question section of the survey, the majority of grantees (68%) indicated they receive technical assistance support from their state lead monthly. The remainder (32%) said they receive this assistance only quarterly. For nearly all metrics measured on the survey, those who receive assistance monthly provided notably higher ratings than those receiving assistance on a less frequent basis.

IDEA National Centers Program
In its first year of participating in the survey, grantees of the IDEA National Centers Program rated their satisfaction a 78 on a 0-100 scale. All driver scores, which are the key components of the grantee experience that ultimately impact overall satisfaction scored very well. ED Staff/Coordination, a measure of the interactions grantees have with federal staff from the program office was rated an exceptional 92. The knowledge of relevant legislation, regulations policies and procedures (99), professionalism of the staff (96) and sufficiency of legal guidance in responses (96) all received nearly perfect marks. The Technical Assistance component was rated an 83, providing strong evidence that technical assistance services are successfully helping grantees implement their grant program. The Documents driver, measuring the written correspondence provided to grantees, was rated an 81, on par with the aggregate average. The correspondence is rated particularly high for its relevance to grantees' areas of need (85) and the organization of the information (83). Grant Performance Reporting Requirements were rated a 79, again with high marks for clarity (87) and also the ability of assistance when completing reports (89). In looking for opportunities for improvement, respondents were less clear about how ED uses the data

they submit, with this attribute rated a 62. Online Resources, specifically the program content available on the ED.gov website, has a strong score of 75 but does rank behind the other drivers in this initial measurement. Enhancements to the Online Resources is most likely to occur through improvement in the visual appearance of the site (73) or the ease of navigation (74). Usage of the various web-based resources available to these grantees were measured in the custom question section of the survey. On a scale where 0 means *never* and 100 means *very frequently*, the Department's IDEAS website's usage was 70, the IDEAS That Work website is used less with a rating of 62 and the osep.grads.org website used even less frequently with a rating of 50.

RSA Vocational Rehabilitation Program

After its initial year of survey participation in 2019, RSA Vocational Rehabilitation Program satisfaction jumped 11 points, from 49 to 60. This substantial increase was driven by improvements in all driver scores and solid debut scores in newly added survey components. The ED Staff/Coordination rating rose 11 points to 75. After responsiveness was identified as an area of opportunity last year, program staff have stepped up and grantees have noticed. The responsiveness to questions rating improved from 59 a year ago to 72 in this year's survey. Complementing the improved responsiveness is the extreme professionalism of the staff, rated a 90 in its debut on the questionnaire. The written correspondence provided to grantees is measured by the Documents driver, which gained 11 points to a score of 71. The correspondence is rated particularly well for its topical relevance (77) and the organization of the information (76). Opportunity still exists in the correspondence's clarity (68) and sufficiency of detail (67), though these attributes have improved greatly from a year ago. The Online Resources on the ED.gov website are rated better this year with a score of 61. While up 8 points from the 2019 survey, this area still lags behind the others. The highest marks in this area come from the visual appearance of the site (63) and quality of content (63), while the lowest website-based score is 57 for the ease of finding materials online. Ensure that frequently sought after material is easy to find without the need to navigate through multiple web pages. Two new components added to the survey this year, Grant Performance Reporting Requirements (65) and Technical Assistance (64), were rated relatively well in their initial measurements. A priority for improving the reporting process should be making it easier to obtain the data needed by grantees to report. In the area of Technical Assistance, look for ways to use evidence-based practices in implementing program activities, as this was the lowest rated TA attribute at 59. The 2020 survey results for this program should be welcome news that policies and procedures put into place this year to better serve grantees in ways that enhance their ability to implement their grants has succeeded, and with a continued effort can raise satisfaction higher.

Rehabilitation Long-Term Training Program

The Rehabilitation Long-Term Training Program grantee satisfaction was rated a 68 in the initial year of participation in the Grantee Satisfaction Survey. The satisfaction score of 68 is equal to the average satisfaction rating of all OSERS programs that participated in the study. There are five driver sections in the survey that measure the key components of the grantee experience. The driver scores were wide-ranging for grantees of the RLTT Program with Technical Assistance being rated the lowest at 61, and ED Staff/Coordination leading the pack with an overall score of 85. The individual survey attributes that comprise the ED Staff/Coordination driver highlight the effectiveness of federal staff in their interactions with grantees. Scores were especially high for ED Staff's Professionalism (96) and their communication about changes that may affect the grantees program (86). The Online Resources survey section asks grantees to evaluate the content specific to their program that is made available to them on the ED.gov website, to which grantees of the Rehabilitation Long-Term Training Program provided a score of 66. A closer look at the attribute-level scores within the Online Resources driver section informs on the specific elements of the website that offer the greatest opportunity for improvement. The ease of finding materials online (63) and ability to accomplish what you want on the site (62) attribute scores indicate that adjustments/updates should be made to the ED.gov website resources that are made available to grantees of this program. The first step in developing a strategy to improve the scores and thus the grantee experience is to investigate the most common resources that grantees of the RLTT Program visit the ED.gov website to obtain. One respondent left the following comment when asked how the Department could improve its website, "I just don't feel it is user friendly, not very intuitive. For a first-time grant manager, I think I spend too much time looking for what I need." A full read-out of the verbatim feedback collected can be found in Appendix C. Technical Assistance, the lowest scoring driver of satisfaction, was rated a 61. Low scores of 56 were provided for creating opportunities to share best

practices via learning groups and using evidence-based practices in implementing program activities. Grantees of this program may stand to have a better overall experience if efforts are made by program staff to schedule learning group sessions in which grantees can collaborate with one another. In the custom questions section of the survey 58% of RLTT grantees indicated that they would like RSA staff to provide statutory and regulatory program requirements training.

Developing Hispanic Serving Institutions

The satisfaction among grantees of the Developing Hispanic Serving Institutions (DHSI) Program was rated a 78, a slight 1-point dip in satisfaction since 2019. When asked to evaluate the Information in Application Package, grantees indicated a strong driver score of 90 (2-point improvement from 2019). In addition, the attributes that comprise the Information in Application Package driver received positive scores ranging from 85 to 94. The high scores of 85+ indicate that the various elements of information in the application package were easy for grantees to locate and understand. The next highest scoring driver of satisfaction is ED Staff/Coordination with an overall score of 88. This 4-point increase since 2019 is due in part to the significant score increases for knowledge of relevant legislation, regulations, policies, and procedures (92, +7) and consistency of responses with ED staff from different program offices (89, +6). The Grant Performance Reporting Requirements is a new survey section for 2020, and in this initial year of measurement DHSI grantees provided a rating of 76. The ease of submitting report(s) electronically was the highest rated component of the driver section (86), and the understanding of how ED uses your data was rated the lowest (63). Providing grantees with an explanation of how and why ED uses the data that grantees provide to them should help to keep grantees engaged and likely lead to more quality reports. In the custom questions section of the survey, grantees were asked to evaluate the technical assistance received from DHSI. Program staff received a significant 5 point increase in 2020 for their knowledge of relevant legislation, regulations, policies and procedures (90). Although still receiving generally high positive ratings, opportunities for improvement relate to the communication practices, and include Frequency of communication (78), timeliness of the grant award notification (79), and responsiveness to questions (82). One respondent left the following comment, "Respond to requests more quickly. Also, close the feedback loop in conversations with grantees. Sometimes we provide requested information but receive no response at all." A full read-out of the verbatim feedback collected can be found in Appendix C.

Strengthening Institutions Program

After a 13-point spike in satisfaction from 2018 to 2019 the Strengthening Institutions Program grantee satisfaction score settled in at a 75 in 2020. Significant score improvements were achieved for two of the three drivers of satisfaction that were included in the survey last year. The ED Staff/Coordination driver score increased notably to an overall score of 88, which is the highest scoring driver rated by SIP grantees. Senior OPE officers display high levels of professionalism (93) and knowledge of relevant legislation, regulations, policies, and procedures (91) in their interactions with grantees. The Online Resources survey section asks grantees to evaluate the program specific content housed within the ED.gov website. The driver score significantly improved in 2020 to an overall score of 74; a score increase of 11 points in the past two years. A new attribute was added to the Online Resources survey section asking for grantees' perception of the quality of content, to which a strong rating of 75 was provided. A helpful suggestion was provided by one respondent when asked how the Department could improve its website; "Very text heavy. Could be more visual. Consider using a short form feature to target specific pages based on need of visitor." A full read-out of the verbatim feedback collected can be found in Appendix C. SIP Grantees rated the Information in Application Package an 86, with all attributes that comprise the driver scoring 81 or higher. Grantees were asked to evaluate the technical assistance received from the Strengthening Institutions Program in the custom questions section of the survey. The scores for four of the five attributes measured regarding the technical assistance received dropped in 2020, with the ability to resolve issues attribute decreasing by a statistically significant margin (82, -5). Scores remain relatively strong for components that measure the technical assistance received, however efforts to halt the decline in scores should be considered. The timeliness of response to grantee inquiries may offer a quick win in improving the grantee experience, as reflected by comment provided by one SIP respondent, "In a few words, improved response time and more consistent follow-through would help immensely."

Child Care Access Means Parents in School

Child Care Access Means Parents in School Program (CCAMPIS) grantees rated their overall satisfaction 81, 3 points higher than the average satisfaction rating of all programs surveyed in 2020. All driver scores (the key components of the grantee experience that ultimately impact overall satisfaction) were rated positively by CCAMPIS grantees. Significant score improvements were received for ED Staff/Coordination

(87, +4) and Online Resources (73, +8). The attribute scores that comprise the ED Staff/Coordination driver range from 80 to 94, indicating that the needs of grantees are largely being met by senior OPE officers. The significant improvement in the Online Resources driver score reflects notable gains in all three attributes since 2019; ease of finding materials online (71, +8), ability to accomplish what you want on the site (72, +7), and ease of navigation (73, +6). The open-end feedback includes opportunities for improvement of the program specific content available on the ED.gov website, as indicated by comments such as, "I have had trouble navigating the website. There is a lot of information." Several other comments speak to the volume of information and the difficulty in navigating to the desired information, such as removal of outdated resources and providing clean links presented in plain sight, and a generally more user-friendly up-to-date website. Open-ended comments suggest that improvements in the grantee experience should focus on the frequency of communications with grantees (72).

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP-State)

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP-State) grantee satisfaction was rated a 64. The grantee satisfaction score of 64 makes the GEAR UP-State program the lowest scoring in terms of satisfaction of the 21 OPE programs that participated in the survey in 2020. The highest scoring driver of satisfaction is claimed by ED Staff/Coordination with an overall score of 80. Scores for the attributes that comprise the driver score were wide-ranging (65-94), and a closer look at the lower scoring components highlight the areas in which the greatest opportunity for improvement exist. The low scores for consistency of responses with ED staff from different program offices (65) and collaboration with other ED programs or offices in providing relevant services (68) indicate that grantees desire more consistency in senior OPE officers' responses from different program offices and hope for more collaborative efforts to provide relevant services for GEAR UP-State grantees. In the Online Resources survey section grantees were asked to evaluate the program-specific content made available to them on the ED.gov website, to which a relatively low score of 60 was provided. When asked how the Department could improve its website there exist several comments that invite collaboration between grantees and ED to make improvements to the website, as displayed by the following comment, "The resources are limited and could ask Gear Up grantees to share best practices that the Department would deem valuable." A full read-out of the verbatim feedback collected can be found in Appendix C. The Information in Application Package driver score rated by GEAR UP-State grantees is 78, making this program the lowest scoring for all OPE programs surveyed in 2020. The lowest scoring components within this survey section were for Page Limitation Instructions (66) and Formatting Instructions (64). In the Distribution of Funds survey section, which is a segment of the GEAR UP-State custom questions section, a low score of 54 was provided for the transparency of how funds are distributed among grantees. Certainly, limitations exist on the information that can be openly shared with grantees regarding the distribution of funds, however the current level of transparency should be improved upon by communicating with grantees the limitations that exist in sharing sensitive information and why these limitations exist.

GEAR UP-Partnerships

The satisfaction among grantees of the GEAR UP-Partnerships Program was rated a 79, one point higher than the average satisfaction rating of all programs surveyed in 2020. The driver scores range from 72 for Online Resources to 89 for both ED Staff/Coordination and Information in Application Package. Senior OPE officers are effective in their interactions with GEAR UP-Partnerships grantees as displayed by the strong scores for knowledge of relevant legislation, regulations, policies, and procedures (92), professionalism (93), and collaboration with other ED programs or offices in providing relevant services (90). The Information in Application Package (89) component is paired with ED Staff/Coordination as the top-performing drivers in 2020. The attributes that comprise the Information in Application Package driver were rated very positively by grantees with scores in the mid-80s to low-90s. The Online Resources survey section asks grantees to evaluate the program specific content housed within the ED.gov website, to which an overall driver score of 72 was provided. The open-end feedback provided by grantees of the GEAR UP-Partnerships Program regarding improvements to the website commonly reference the desire for a more user-friendly design, and designated sections for FAQs and common topics of interest. When responding to how the Department could improve its website one respondent stated, "Make website more user friendly, with common topics highlighted on home page for easy access. Include a 'how do I' function so that users can type what they are trying to do/find," and another suggests, "Create a space called 'HOT TOPICS' that would include important information and webinars." A full read-out of the verbatim

feedback collected can be found in Appendix C. When responding to the GEAR UP-Partnerships custom question that asks grantees to evaluate the communication with grantees GEAR UP specialist, grantees provided a low score of 75 for the frequency of communication. One approach to consider improving upon the rating of the frequency of communication is to distribute re-occurring communications to grantees in the form of a newsletter, webinar or email blast. When grantees are communicated with on a regular basis it will increase their sense of value and likely improve the overall grantee experience.

Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A

The Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A grantee satisfaction was rated a 77, a strong score in this initial year of survey participation, and just 1 point less than the average satisfaction rating of all programs surveyed in 2020. The scores for the five drivers of satisfaction that are measured in the survey range from 73 for Technical Assistance to 90 for the Information in Application Package. This high score of 90 for the Information in Application Package driver, in addition to the attribute level scores which all received 87 or higher, indicate that the information in the application package is relatively easy to understand. The program specific content available to ANNH grantees on the ED.gov website is measured in the Online Resources section of the survey. This driver score driver score was rated a 76 overall; a relatively high score compared to all other OPE programs that participated in the survey in 2020. A closer look at the Online Resources attribute scores indicates the greatest opportunities for growth/improvements. Most notable among these is the ease of finding materials online (72). Specific suggestions for improvements include ensuring that content is up to date and links are displayed in an easily identifiable position on the home page to route users to the most commonly sought-after resources. ANNH grantees rated their interactions with Senior OPE officers at 81, reflecting strong ratings for their knowledge of relevant legislation, regulations, policies, and procedures (89) and staff's professionalism (89). The ED Staff/Coordination driver section and open-ended responses indicate opportunities to improve include the responsiveness to questions (65) in both frequency and timeliness of communications. A full read-out of the verbatim feedback collected can be found in Appendix C.

American Overseas Research Centers

The satisfaction among grantees of the American Overseas Research Centers (AORC) Program was rated 89, making this program the second highest scoring OPE program surveyed in 2020 in terms of satisfaction. Positive ratings provided by AORC grantees were not limited to satisfaction, as the five driver scores were also rated very positively. A high score of 97 was provided by grantees when evaluating their interactions with senior OPE officers in the ED Staff/Coordination driver section. The seven attributes that comprise the ED Staff/Coordination driver were all rated 95 or higher, indicating that the needs of grantees are being met by senior OPE officers in their interactions. The AORC Program was the highest scoring OPE program in terms of the Information in Application Package (95). The Deadline for Submission attribute, one of the ten attributes associated with the Information in Application Package, nearly received a perfect score, landing at 99. A new section was added to the survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements, to which AORC grantees provided a strong rating of 81. The grantee rating for their understanding of how ED uses your data (71) was relatively low scoring and may present an opportunity to improve upon the grantee experience. The custom questions section of the survey for AORC grantees includes several sections of rated questions for: Technical Assistance, Distribution of Funds, Communication with Program Specialist, and the International and Foreign Language Education (IFLE) program. Grantees provided strong ratings for the individual components that make up each of the custom questions survey sub-sections, ranging from 83 for the timeliness of the grant award notification to 98 for supporting research and training in international studies, research and training in international studies, and instruction and research on issues in world affairs.

Asian American and Native American Pacific Islander Institutions (AANAPISI)

In this initial year of measurement, Asian American and Native American Pacific Islander Institutions (ANNH) grantees rated their satisfaction a 73. Of the core grantee experience components, ED Staff/Coordination received the highest score of 91. The ED Staff/Coordination survey sections asks grantees to consider their interactions with senior OPE officers, and they received high ratings for their knowledge of relevant legislation, regulations, policies, and procedures (95), responsiveness to your questions (94), and professionalism (97). Information in Application Package was rated an 81, presenting opportunities to improve. The most notable areas for improving the application package include Budget

Information and Forms (74), Deadline for Submission (77), and Review Process (77). In addition, ANNAPSI grantees suggest improvements are needed in the Online Resources available on the ED.gov website (65). The most notable areas needing improvements include the look and feel/visual appearance (56), Ease of finding materials online (65), and the ability to accomplish what you want on the site (66). The open-end feedback from AANAPSI grantees can provide useful examples of ways to improve. One grantee, when asked how the Department could improve its website suggested, "It's text heavy and could improve by organizing information into digestible content. Emphasize key links that are more visually impactful like 'Federal Register' (for access to 'active' AANAPISI Part A & F grant competition), historical background (legislation & changes to legislation), Grantees (past and present, including abstract), Relevant Research (repository of AANAPISI-focused scholarship and reports)." A full read-out of the verbatim feedback collected can be found in Appendix C.

Doctoral Dissertation Research Abroad Fellowships (DDRA)

Grantees of the Doctoral Dissertation Research Abroad Fellowships (DDRA) Program rated their satisfaction a 71, 6 points higher than the satisfaction score in the last year in which the DDRA Program participated in the Grantee Satisfaction Survey (2015). In comparison with the other 20 OPE programs who participated in the survey the DDRA Program's satisfaction rating is second to last. The driver scores, which are the key components of the grantee experience that ultimately impact overall satisfaction range from 66 for Grant Performance Reporting Requirements up to 87 for the Information in Application Package. The relatively strong scores for the ten attributes that comprise the Information in Application Package driver indicate that the information provided is easy to locate and easy to understand, especially for information regarding: Program Purpose (93), Program Priorities (93), and Program Contact (93). In the ED Staff/Coordination driver section of the survey grantees were asked to evaluate the senior OPE officers based on the interactions they have had, to which an overall score of 85 was provided. The attributes that comprise the ED Staff/Coordination driver were rated positively by grantees, with the exception of the responsiveness to your questions (67). Communication efforts should be prioritized by program officers when responding to grantees questions. Responses should be provided in a timely manner, even if the initial response does not answer the question posed, but rather asks for time to investigate the current answer to grantees' questions. A new question was added to the Online Resources driver section that asks grantees to evaluate the look and feel/visual appearance of the DDRA's program specific content available on the ED.gov website. The look and feel/visual appearance attribute was rated poorly with a score of 60. The low score for the look and feel/visual appearance is backed by grantees responses to the question, *how the Department could improve its website* in the open-end feedback where one respondent stated, "Presentation of material is densely organized, [a] bit overwhelming to navigate." A full report of the verbatim feedback collected can be found in Appendix C. The scores for the attributes measured in the custom questions section of the survey range from 57 for timeliness of the grant award notification up to 99 for supporting research and training in international studies. A closer look into the lower scoring individual attributes measured in the customer questions survey section will present the areas in which the greatest opportunity for improving the grantee experience exist. When asked, *What is your preferred way to communicate regularly with your program specialist,* 80% of respondents selected Individual Email as their preferred method of communication.

Foreign Language and Area Studies

The satisfaction among grantees of the Foreign Language and Area Studies Fellowships Program was rated 83, 5 points higher than the average satisfaction rating of all programs surveyed in 2020. Since 2016, the last year that the FLAS Program was included in the survey, the grantee satisfaction score has improved 12 points. The ED Staff/Coordination component was the highest rated driver of satisfaction with an exceptional score of 96. Senior OPE officers' interactions with grantees were rated exceedingly positively by FLAS grantees who were particularly complimentary of senior OPE officers knowledge of relevant legislation, regulations, policies, and procedures (98), responsiveness to your questions (97), and professionalism (98). In the Information in Application Package (86) driver section there are ten attributes that were evaluated by grantees for the ease of locating and understanding the information. The scores that comprise the Information in Application Package driver were generally strong ranging from 78 (Review Process) to 92 (Program Contact). Look to make website enhancements to the FLAS Program's specific content housed within the ED.gov website in terms of the look and feel/visual appearance, as this attribute was rated relatively low at 66. On the FLAS home page provide clean links that will route website users to current information and resources that are most useful to grantees. The look and feel can be

improved upon by removing the outdated resources and displaying the frequently used program specific resources in a navigation menu that is intuitive and does not require a multitude of clicks to arrive at the resource desired. When responding to the question, *how could the Department improve its website* one respondent left the following comment, "Navigation menu could be better streamlined. FAQs posted prominently." A full report of the verbatim feedback collected can be found in Appendix C. In the custom questions section of the survey grantees of the FLAS program provided very strong scores. Of the 19 individual attributes measured in the survey section, 15 were rated 92 or higher. When responding to the question, *How can Foreign Language and Area Studies Fellowships improve the usefulness of the technical assistance you receive* one respondent left a comment that reinforces the strong scores received, "The technical assistance has always been positive and useful."

Graduate Assistance in in Areas of National Need (GAANN)

The Graduate Assistance in Areas of National Need Program grantee satisfaction was rated an 86 in the initial year of participation in the Grantee Satisfaction Survey. The GAANN grantee satisfaction rating is tied for the third highest among all 21 OPE programs included in the survey and is 8 points higher than the average satisfaction rating of all programs surveyed in 2020. The scores for the various components measured in the survey are strong across the board. Particular bright spots include ratings of ED Staff/Coordination (95) and Information in Application Package (91). The ED Staff/Coordination survey sections asks grantees to evaluate senior OPE officers based on the interactions that they have had. The scores for the seven attributes that comprise the driver were rated exceptionally well with scores ranging from 94 to 97. The high-performance scores for ratings of senior OPE officers indicate that the needs of GAANN grantees are largely being met and limited opportunities for improvement exist within this survey section. The overall score of 91 for the Information in Application Package informs on another facet of the grantee experience in which effective measures exist. The individual components of the Information in Application Package driver that were rated most favorably by grantees are Program Contact (95), Page Limitation Instructions (94), and Deadline for Submission (94). A new driver section was added to the survey asking grantees to evaluate the Grant Performance Reporting Requirements, to which GAANN grantees provided a positive rating of 83. The lowest scoring attribute of the Grant Performance Reporting Requirements driver is for grantees understanding of how ED uses submitted data (75). There may exist an opportunity by providing feedback to grantees on their submitted reports for a 'quick win' to improve the overall grantee experience. In the custom questions section of the survey grantees of the GAANN program includes several sections of rated questions for: Technical Assistance, Distribution of Funds, and Communication with Program Specialist. Scores were relatively strong across the 11 attributes measured in the survey section with ten scores being rated 87 or higher, leaving one attribute as an outlier; availability of funds with adequate time for implementation (73).

Group Projects Abroad

Grantees of Group Projects Abroad rated their satisfaction an 86 – 8 points higher than the overall survey average among all programs measured and 6 points higher that the satisfaction rating in 2013 when grantees were last surveyed. The strong satisfaction score is supported by favorable ratings for all components of the grantee experience. Leading the way, is a near perfect score of 95 for ED Staff/Coordination, a measure of the interaction and helpfulness of the federal staff supporting the program. The support provided by these individuals is exceptional, from their professionalism and responsiveness to their specific knowledge and detailed guidance pertaining to relevant legislation, regulations, policies and procedures. Impressive scores were also provided for Technical Assistance and Information in Application Package, each rated a 91. The priority for each of these areas should be maintaining current practices as grantees are clearly happy with the status quo. The Grant Performance Reporting Requirements component was rated an 81, with its highest rated characteristic attributed to the ease of submitting reports electronically (85) and the availability of assistance in completing the report (84). Like many other programs, the biggest area for opportunity pertaining to the annual reporting is in sharing with grantees how their submitted data is being used. This attribute was rated a 70, which lags behind the others by a considerable margin. A couple of grantees indicated that they struggled with getting their participants to complete their reports. Offering grantees tactics that could be helpful in increasing the participant engagement in the reporting process could help alleviate some of the burden currently felt by some of the survey respondents. When asked how the program could improve its communication with grantees, several responded that current methods are working well and that the new program officer is very responsive to requests.

Language Resource Centers

Language Resource Centers grantees rated their overall satisfaction an 86, a very high score in its first year participating in the Grantee Satisfaction Survey. Like many other programs, the highest rated component is ED Staff/Coordination with a score of 95. Interactions with senior officers at the Department are clearly meeting the needs of grantees who gave perfect scores for responsiveness, professionalism and sufficiency of legal guidance. The Technical Assistance score (94) is not far behind, indicating the technical services provided do an excellent job of helping successfully implement the Language Resource Centers grant. The Information in Application Package score of 93 reveals another highlight of the grantee experience. All characteristics of the application package received strong ratings but there may be an opportunity to clear up the formatting instructions, as this attribute was relatively lower than the others with a score of 84. The program content on the ED.gov website was rated an 89 overall, 14 points above the OPE average. The look and feel attribute was the lowest rated specific website item with a rating of 79. Freshening up the visual appearance of the site presents the greatest opportunity for improving the Online Resources rating any further. The lowest rated component of the grantee experience measured on the survey is the Grant Performance Reporting Requirements driver. With an overall score of 80, this is by no means an indicating of poor, or even average, performance. However, in relative terms, this is the lowest component score for Language Resource Centers grantees and therefore could be prioritized for improvement efforts with the intention of driving overall grantee satisfaction even higher. Communicating with grantees on how the Department uses the submitted information would be beneficial as this is the lowest rated attribute in this area. The open-ended feedback provided by grantees also notes shifting benchmarks and fluctuations over the four-year grant period that end up making the reported data less useful. Overall, the results from Language Resource Centers grantees are extremely positive and the opportunities for improving grantee satisfaction further lie in incremental improvements in the margins rather than any largescale changes to what grantees have come to expect.

Minority Science and Engineering Improvement Program

Grantees of the Minority Science and Engineering Improvement Program rated their satisfaction an 84, which is 6 points above the overall average among all programs surveyed and 1 point higher than this program's most recent measure in 2017. Three of the five key aspects of the grantee experience received exceptional scores on the 90s. ED Staff/Coordination led all others with a score of 94. All attributes related to the interactions grantees have with senior program staff at the Department were rated very high, validating that current support policies and procedures are working well with no apparent need for changes. The Technical Assistance received and Information in Application Package were each rated a 93, again affirming that improvement efforts can be directed elsewhere at this time. Online Resources, a measure of the program's content available on the ED.gov website, was rated an 88, which is a 6-point improvement for this program since the 2017 survey. The ease of navigation has improved (87, +6), and the visual appearance of the site received a very high initial score of 88 this year. A new section of the questionnaire, Grant Performance Reporting Requirements, was rated a 79 and shows the area with the greatest opportunity for improving overall grantee satisfaction. Specific suggestions from the open-ended feedback provided by grantees include allowing for the inclusion of photos, expanding the word limits to sections, and modifying the mandatory options of the form "to accommodate the idiosyncrasy of projects, institutions, and project directors." There is also an opportunity to improve the feedback provided to grantees after their reports have been submitted to inform them of how their data is being used as this was the lowest rated reporting item at 64.

Native American Serving Non-Tribal Institutions

Grantees of the Native American Serving Non-Tribal Institutions program rated their overall satisfaction an 83 in 2020, the first year this program has been included in the Grantee Satisfaction Survey. Information in Application Package was the highest rated driver of satisfaction with a score of 87, made up of very high marks across all of its individual characteristics. ED Staff/Coordination was also rated very strong at 85. Senior program officers at the Department are extremely knowledgeable, professional and provide useful guidance to grantees. The areas of opportunity for senior officers lie in being more consistent with other ED program offices with their responses and looking for ways to collaborate with other programs in providing relevant services. The Grant Performance Reporting Requirements driver was rated a 75 overall, with notable variance in its individual attribute scores. The strengths within this aspect of the grantee experience are the ease of submitting reports electronically (81) and the usefulness of the data in helping improve the grant program (80). More likely areas of opportunity include improving

the clarity of the reporting requirements (74) and understanding how the Department uses the submitted data (61). A couple of grantees also voiced their desire to have more time to complete the reports and would appreciate deadlines being announced sooner. Online Resources, a measure of the program content available on ED.gov, was the lowest rated driver at 66. The website received particularly low marks for its visual appearance (61) and ease of navigation (60). Several grantees commented on the need to simplify the site by showing buttons/links to commonly used resources prominently and greatly reduce the amount of information shown on the homepage. There is also a need to ensure that content is updated on a more routine basis so that grantees have confidence that the online materials are up-to-date and accurate. Overall, the ratings provided by this program's grantees are strong, especially given this is its first year measuring satisfaction. Understanding where the strengths lie and addressing the areas where scores are lower will shore up the inconsistencies and lead to an improved level of grantee satisfaction.

Predominantly Black Institutions

Predominantly Black Institutions grantees rated their overall satisfaction an 86 – 8 points above the survey average and 22 points higher than this program's last measurement using the Grantee Satisfaction Survey in 2013. Senior program officers at the Department are excelling in providing guidance and direction to grantees, as the ED Staff/Coordination component is rated at a near perfect 95. The high marks for all aspects of the service they provide makes the priority for this area simply maintaining the status quo. Likewise, the Information in Application Package is hitting all the right notes, with an overall rating of 94. There are no clear opportunities for improvement with how grantees receive the applications, with each of its individual attributes rated in the 90s. Online Resources was rated an 84, with its relative strengths being the accuracy of search results (87), quality of content (86) and the ability to accomplish the goal of visiting the site (86). The overall look and feel of the site received the lowest Online Resources score of 79 and could provide some opportunity for improvement. A new section to the questionnaire in 2020, Grant Performance Reporting Requirements, was rated an 81 by this program's grantees. While this is a very strong score, some grantees noted that they would prefer more consistency in when the annual report will be due year-over-year. There is also a desire for more feedback from the Department regarding how submitted data is used. Overall, Predominantly Black Institutions grantees are very satisfied with the support their experience. Improvements mostly lie within the margins, without any need for drastic changes. Looking forward, the program should continue to prioritize having dedicated staff provide knowledgeable guidance when needed, supported by regular training opportunities and the chance to collaborate with grantees of other programs to identify best practices.

Promoting Post Baccalaureate Opportunities for Hispanic Americans

Grantees of the Promoting Post Baccalaureate Opportunities for Hispanic Americans program rated their satisfaction an 86 – 10 points higher than their last measurement in 2017. The high satisfaction is supported by very strong scores across all core components of the grantee experience. The Information in Application Package driver was rated a 90, with high scores for each individual characteristic of the applications. These high scores leave little room for improvement at this time, which makes the case to maintain the current structure and procedures surrounding the application. ED Staff/Coordination also received a very high score of 85. This measure of the support provided by senior program officers at the Department reveals a tremendous job being done, especially in the areas of collaborating with other ED programs (93) and providing responses that are consistent with what grantees hear from other program offices (93). In looking for ways to improve interactions with grantees, overall responsiveness presents the greatest opportunity for improvement with a score of 74. This is 1 point lower than in 2017 and falls well behind the other attribute scores in the area of ED Staff/Coordination. The Grant Performance Reporting Requirements driver was rated an 82, which is 6 points higher than the survey average among all participating programs. Any immediate improvements in this area are likely to be the product of improved clarity in the requirement or providing more feedback to grantees in terms of how their submitted data is used. Suggestions within the open-ended feedback from grantees include preparing a one-sheet fact summary and offering more training for how to prepare the annual report. Overall, grantees of this program are very satisfied and complimentary of the work being done by the Department to support them. Ensuring that officers are responsive and even proactive in disseminating relevant information to grantees is an important component in any efforts to drive satisfaction higher.

Strengthening Historically Black Colleges and Universities

Strengthening Historically Black Colleges and Universities grantees' satisfaction is much higher than when last measured by the Grantee Satisfaction Survey in 2016. Since that time, satisfaction has improved 11 points to a score of 82. Senior program officers are doing a great job interacting with grantees as evidenced by the score of 91 for ED Staff/Coordination. Likewise, the Information in Application Package driver score of 90 shows no need for immediate changes when it comes to the application structure or content. The rating of 80 for Grant Performance Reporting Requirements is somewhat lower than these other key aspects of the grantee experience and could present some opportunity for improvement. Most notably, enhancing the clarity of the reporting requirements, making it easier to track down the data needed for the reports and then providing feedback to grantees on how the Department is using their submitted data have the greatest room for improvement. However, it should be noted that all of these attributes were rated in the 70s, so the room for improvement is relative. Open-ended feedback suggests that "enhancing the services provided by the Helpdesk so that the instructions are clearer when navigating the [reporting] system" would be helpful. Other suggestions for general improvement include pre-recording technical assistance training videos or webinars and making them available on demand. With a strong level of grantee satisfaction in 2020, improvements in the short term are more realistically going to come from incremental changes that address direct grantee feedback rather than any significant changes that disrupt the current grantee experience. The comprehensive open-ended feedback from grantees can be found in Appendix C of this report.

Student Support Services

Grantees of the Student Support Services program rated their satisfaction a 73. This is 5 points below the overall survey average among all participating programs, but also represents a 5-point improvement for Student Support Services' last satisfaction measurement in 2016. The ED Staff/Coordination driver score is 78 and includes particularly high scores for the professionalism of senior program officers (86) and their knowledge of relevant legislation, regulations, policies and procedures (83). At the other end of the spectrum, their responsiveness to questions was rated a 72 and should be considered the top priority for any improvement efforts directed at the support program officers provide to grantees. Online Resources, which measures the program content available to grantees on the ED.gov website was rated a 73, a 2-point improvement from the 2016 score for this program. A common theme among the Student Support Services grantee feedback was the desire to have the website content updated more frequently. A new section of the 2020 questionnaire measures various aspects of the Grant Performance Reporting Requirements. This driver's initial score for this program is 78 – 2 points above the survey average. This is a strong component with mostly positive feedback from grantees but opportunities for improvement lie in making the timing of the report consistent year-over-year and providing more feedback to grantees as to how their submitted data is used by the Department. Within the custom question section of the survey, this program's grantees rated the timeliness of the grant award notification a 45, far lower than most other OPE programs. Delays in the award notifications can cause stressful situations and logistical concerns, so providing more time before the end of a current grant cycle is crucial should be a top priority.

Tribally Controlled Colleges and Universities - Part A

Grantees of the Tribally Controlled Colleges and Universities program have an extremely high level of satisfaction, rated a 90 in 2020. This is 12 points above the overall survey average and 18 points higher for this specific program when last measured in 2015. Many of the key components of the grantee experience receive strong ratings, though interestingly, none reach the same level as overall satisfaction. ED Staff/Coordination is the highest rated driver at 85. Grantees rate the support they receive from senior program officers at the Department exceptionally high when it comes to their professionalism (97) and responsiveness (89). The Information in Application Package (84) driver is rated favorably, though its 2020 score is 8 points lower than the measurement in 2015. The characteristics of the application package that are the least clear and easy to understand by grantees are the formatting instructions (76) and the review process (76). It is also important to keep context in mind when interpreting the score changes for this program from 2015 to 2020. This year, there were a total of eight respondents and in 2015 the number was 13. These low sample sizes yield more variability in the results than other programs with more datapoints. Feedback regarding the Grant Performance Reporting Requirements was gathered for the first time in 2020 and for grantees of this program, the highest rated attributes in this area were the ease of submitting reports electronically (82) and the availability of assistance in completing reports (71). Areas that offer more room for improvement include the clarity of reporting requirements (68), the ease of obtaining data required for the report (64) and communicating with grantees as to how their submitted data are used by the Department (61). Grantees of this program are very appreciative of the

responsiveness and level of knowledge of their program officers. This strong relationship can be leveraged to provide additional guidance in some of these areas associated with lower ratings in an effort to shore of those aspects of the grantee experience and maintain high levels of overall satisfaction.

Upward Bound

Upward Bound grantee satisfaction was rated a 73 in 2020, a 5-point improvement since their last year of participating in the Grantee Satisfaction Survey in 2018. The score of 77 for the ED Staff/Coordination driver is generally strong, but it is 10 points below the overall survey average among all participating programs. Interactions between grantees and senior program officers can be improved with quicker response times and increased detail in the legal guidance provided. Online Resources, which measures program content on the ED.gov website, received ratings in the 70s across all of its individual attributes. Based on the scores and also the open-ended feedback provided, the greatest opportunities for improving grantees' website experience lie in a more visually pleasant homepage that is not so text heavy and ensuring that content is kept up to date. The Grant Performance Reporting Requirements driver was rated a 75, on par with many other programs. Its highest marks were given for the ease of submitting the report electronically (83) and the clarity of reporting requirements (80). Lower scores were given for the ease of obtaining data required to report (71) and the understanding of how the Department uses submitted data (67). Open-ended feedback also includes suggestions of offering additional training on completing the annual report, including the use of pre-recorded videos or live training sessions where questions can be asked and answered. Upward Bound grantees are generally satisfied with the various aspects of their program experience but satisfaction stands to improve with more deliberate and consistent communication from program officers. Some grantees have voiced their frustration with not being able to connect with program staff and during a particularly challenging year, having confidence that reliable guidance is only a phone call or email away is critical to overall grantee satisfaction.

Department of Education Office of Grants Administration Final Report
Grantee Satisfaction Survey
Office of Elementary and Secondary Education (OESE)

Teacher Quality Partnership Program
In the first year of participation in the Grantee Satisfaction Survey grantees among the Teacher Quality Partnership Program rated their satisfaction an 82; 4 points higher than the average satisfaction rating of all programs that participated in the survey. The scores for the five drivers of satisfaction range from 83 for Technical Assistance all the way up to 92 for ED Staff/Coordination. The high scores for the attributes that comprise the ED Staff/Coordination indicate that federal staff are effective in providing a positive grantee experience when interacting with the grantees to share knowledge, answer questions and provide guidance. A new driver section was added to the survey asking grantees to evaluate the Grant Performance Reporting Requirements, to which TQP grantees provided a positive rating of 84. Scores were particularly high for the availability of assistance in completing the report (89) and the ease of submitting report(s) electronically (88). The lowest scoring attribute in the Grant Performance Reporting Requirements survey section was for grantees understanding of how ED uses your data (72). In the custom questions section of the survey grantees were asked to evaluate the TQP program staff, and the high scores speak to the effectiveness of the staff in creating a positive grantee experience; accessibility and responsiveness of TQP program staff (90), clarity of information provided by TQP program staff (88), monitoring and reports sufficiently help program staff understand your project (92). The high scores are backed by the open-end feedback in which respondents were complimentary of TQP program staff, "I have found the TQP program staff to be very helpful and professional. They work with us so that our project and all involved can be successful. Very impressed with the TQP staff." A full read-out of the verbatim feedback collected can be found in Appendix C.

Statewide Family Engagement Centers
The Statewide Family Engagement Centers Program grantee satisfaction was rated an 83 in the first year that this program has participated in the Grantee Satisfaction Survey. The five drivers of satisfaction were rated positively, most notably the ED Staff/Coordination score was rated an exceptional 97. Federal staff were given perfect scores of 100 when grantees were asked to evaluate staff on their professionalism and their responsiveness to questions. The Documents driver, which measures the written correspondence provided to grantees, was the next highest scoring landing at 85. The individual attributes that comprise with the Documents driver were all rated relatively well at 81 or higher. The written correspondence that is currently being provided is effective and informative, but to maintain the high scores, prioritize efforts to keep documentation up-to-date and relevant to the current issues/needs of grantees of the Statewide Family Engagement Centers Program. In the Online Resources section of the survey grantees were asked to evaluate the content specific to their program that is housed within the OESE.ED.gov website, to which a rating of 74 was provided. The driver score of 74 only puts the Statewide Family Engagement Centers Program's rating 1 point behind the aggregate average. A closer look at the attribute scores reveals the areas in which the greatest potential for improvement exist; ability to accomplish what you want on the site (69). Work to gain a better understanding of what the most common reasons grantees possess to visit the website so that adjustments can be targeted to increase the rate at which grantees are able to complete what they set out to accomplish. In the custom questions section of the survey grantees were asked to evaluate their experience with receiving technical assistance from the School Choice and Improvement Division. Scores were remarkably high for the custom survey section, most notably for the ability to resolve issues (100), use of clear and concise written and verbal communication (100), and overall satisfaction with service provided by the program officer (100).

Immediate Aid to Restart School Operations
The satisfaction among grantees of the Immediate Aid to Restart School Operations Program was rated an 81 in the first year that the program has participated in the Grantee Satisfaction Survey. The satisfaction score of 81 is a positive result which shows that despite its small size in terms of number of grantees, the support received by this program is well received. Consistent with many other programs

surveyed in 2020, the ED Staff/Coordination driver was the highest rated by grantees of the Immediate Aid to Restart School Operations Program with an exceptional score of 93. Federal staff display professionalism (100) and possess high levels of knowledge of relevant legislation, regulations, policies, and procedures (93). In the Online Resources section of the survey grantees were asked to evaluate the content specific to their program that is housed within the OESE.ED.gov website, to which a rating of 77 was provided. The attributes that comprise the Online Resources driver were rated positively by grantees, particularly for the ease of finding materials online (82). The lower scoring components inform on areas in which adjustments/updates will offer the greatest potential for improving the grantee experience. The accuracy of search results and ease of navigation were rated 72 and 73, respectively. Efforts to provide clean links that will route grantees to current and relevant resources on this program's home page will provide easier navigation options and likely cut down on the number of grantees who utilize the search bar to find resources. In the custom questions section of the survey, grantees of the Immediate Aid to Restart School Operations Program were asked for the areas in which they would like technical assistance. Of the five respondents who completed the survey, three indicated they would like technical assistance in the use of funds and the other two individuals selected subrecipient technical assistance or monitoring and oversight.

Project Prevent

Grantees of the Project Prevent Program rated their satisfaction an 85, which makes this program tied for the fourth highest scoring in terms of satisfaction of all OESE programs who participated in the survey in 2020. The Project Prevent Program last participated in the Grantee Satisfaction Survey in 2018 and since that time the satisfaction rating has improved 3 points. Performance scores across the five drivers of satisfaction that are measured in the survey are strong, with ED Staff/Coordination being awarded the highest rating in 2020 with an overall score of 95. The individual attributes that comprise the driver were rated very well by grantees ranging from 94 to 99. Scores in the 90s for the ED Staff/Coordination driver section indicate that there are limited opportunities for improvement, and adjustments are better focused on the lower scoring components. The Online Resources, which asks grantees to evaluate the program-specific content made available to them on the OESE.ED.gov website, was rated an 85. The ease of navigation (86) and ease of finding materials online (86) attributes were the highest scoring attributes of the Online Resources survey section. A new section was added to the survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements, to which Project Prevent grantees provided a rating of 83. Although the Grant Performance Reporting Requirements driver is the lowest scoring for this program, the overall score of 83 is strong. The strong driver score was bolstered by the high performing attributes: availability of assistance in completing your report(s) (89), usefulness of the data to help you improve your grant program/project (87), and ease of submitting report(s) electronically (86). Efforts to improve upon the ease of obtaining data grantees are required to report (73) should be considered as this component was the lowest scoring of all attributes being measured in the survey. In the custom questions section of the survey grantees were asked to evaluate the one-on-one communication (via phone or email) with their Federal project Officer. Federal project Officers were rated exceptionally well for their responsiveness to questions about Project Prevent Grant Program requirements (93) and effectiveness in providing technical assistance or guidance (93).

Native Hawaiian Education Act Program

Grantees of the Native Hawaiian Education Act Program rated their satisfaction an 82 in the first year that the program has participated in the Grantee Satisfaction Survey. The 5 drivers of satisfaction were rated relatively strong, with ED Staff/Coordination topping the list with an overall score of 93. The ED Staff/Coordination score of 93 places the Native Hawaiian Education Act Program tied for the third highest score of all OESE programs that participated in the 2020 Grantee Satisfaction Survey. The attributes that comprise the driver all scored 89 or higher indicating that opportunities for improvements to the grantee experience should be focused elsewhere. The Online Resources survey section asks grantees to evaluate the resources that are made available to them on the OESE.ED.gov website, to which an overall driver score of 79 was given. Grantees provide strong ratings for the quality of content (82) and accuracy of search results (80). Any improvements made to the website in terms of the look and

feel in the coming months will help to improve the lowest scoring attribute of the Online Resources driver; look and feel/visual appearance (74). One respondent when asked how the Department could improve its website stated, "Make it look inviting" and another said, "The look and feel of the website needs to be updated." A full read-out of the verbatim feedback collected can be found in Appendix C. In the custom questions section of the survey NHE grantees were asked to rate the knowledge of the U.S. Department of Education staff on NHE program grant administration issues and on program administration issues as they assist your grant project. An exceptional score of 92 was provided for knowledge of staff on program grant administration issues. Fifty-four percent of grantees indicated that NHE staff initiated technical assistance during the past 3-6 months; when asked *Where and how did the technical assistance or support take place,* 92% of respondents selected via conference call/email exchange with Program Officer.

Mental Health Demonstration Grants Program
The satisfaction among grantees of the Mental Health Demonstration Grants Program was rated a 78 in the initial year of this program being included in the Grantee Satisfaction Survey. The satisfaction score of 78 matches the average satisfaction score of all programs participating in the survey in 2020. The ED Staff/Coordination driver is a strong point in the grantee experience as this was the highest rated driver at an 89 overall. Scores are relatively strong for the six attributes that comprise this driver ranging from 84 for the responsiveness to questions all the way up to 96 for federal staff's professionalism. In the Technical Assistance section of the survey (TA driver score=88) grantees provided an exceptionally high score for ED-Funded TA Provider helpfulness in your learning to implement grant project (94). The high scores for this survey section indicate that the current procedures and practices that are in place regarding the Technical Assistance that is provided to Mental Health Demonstration Grants Program grantees are helpful, educational, and informative. In the open-end feedback one respondent stated, "Our technical advisor has been excellent. He listens to our concerns, guides us appropriately, provides excellent resources to enhance our grant's offerings to parents, students and staff." A full read-out of the verbatim feedback collected can be found in Appendix C. A new section was added to the Grantee Satisfaction Survey in 2020 asking for evaluations of the Grant Performance Reporting Requirements. The driver score was rated a 77 in the initial measurement, which is 1 point higher than the average rating of all programs surveyed in 2020. When asked to evaluate the understanding of how ED uses your data, grantees provided a rating of 71; a relatively low scoring component for the Mental Health Demonstration Grants Program. In the custom questions section of the survey grantees were asked to evaluate the technical assistance, including meetings, written guidance, webinars, and presentations that you receive from the P2 technical assistance team. Strong scores were provided for each of the components in this section; technical assistance - relevance and usefulness (85), technical assistance - frequency of communication (84), and use of technology to deliver services (84).

Jacob K. Javits Gifted and Talented Students Education Program
The Jacob K. Javits Gifted and Talented Students Education Program grantee satisfaction was rated a 69, 3 points lower than the satisfaction rating in 2018; the last year in which this program participated in the survey. Scores for the drivers of satisfaction range from 68 to 83, and the driver scores provide insight into the areas that should be adjusted to improve upon the overall grantee experience. The ED Staff/Coordination driver is the highest scoring at 83, and attribute scores in the 80s indicate that grantees are having generally positive experiences in terms of their interactions with federal staff. The Documents section of the survey asks grantees to evaluate the written materials that are provided including non-regulatory guidance, frequently asked questions (FAQs), letters, publications, and blast emails, to which grantees provided a score of 69. The overall driver score of 69 reflects a 9-point decrease from 2018, and each of the five attributes that are associated with the Documents driver also decreased in the past two years. Grantees gave low scores of 68 for the sufficiency of detail to meet your program needs and comprehensiveness in addressing the scope of issues that you face. The lower scoring attributes highlight the opportunity for adjustments to be made in efforts to improve upon the grantee experience. Perform an audit on the written materials that the Javits Program grantees receive to understand the components that be lacking, outdated or irrelevant. Additionally, look to obtain feedback from grantees that informs staff on the specific needs and issues that grantees are faced with so that documentation can be provided to address the needs/issues raised. In the Technical Assistance survey section grantees rated the Creating opportunities to share best practices via learning groups attribute relatively low (56). In

the open-end feedback there are mentions of grantees desire for networking opportunities, collaboration and peer-to-peer sharing. One respondent stated, "DOE may inform means and opportunities to share best practices between peers more often." The opportunity to improve upon the Javits Program grantee experience may start with an increased effort by Federal staff to provide collaboration and learning group opportunities in which grantees can share their lessons learned and best practices amongst their peers. A full read-out of the verbatim feedback collected can be found in Appendix C.

Innovative Approaches to Literacy
The satisfaction among grantees of the Innovative Approaches to Literacy Program was rated an 88, 1 point higher than the satisfaction rating in 2018; the last year in which this program participated in the survey. Driver scores were rated very positively by grantees, with scores ranging from 83 for Grant Performance Reporting Requirements to 90 for ED Staff/Coordination. The ED Staff/Coordination section of the survey boasts scores of 85 and higher for all six individual attributes measured in the driver section. Federal staff interact with grantees in a professional (95) manner and possesses high levels of knowledge of relevant legislation, regulations, policies, and procedures (91). When evaluating the Online Resources available on the OESE.ED.gov website for this program's content grantees provided a strong rating of 84, 9 points higher than the average rating of all programs surveyed in 2020. In an effort to improve upon the low scoring attribute for Online Resources, ease of finding materials online (82), evaluate the links on the website to ensure they are functioning correctly, and route users to current and relevant resources. In the initial measurement of the Grant Performance Reporting Requirements, a rating of 83 was given by Innovative Approaches to Literacy Program grantees. Scores are relatively strong for the attributes that comprise the driver ranging from 78 to 87. When asked to evaluate the technical support and assistance received from the U.S. Department of Education staff and the technical assistance provider 2M Research, grantees gave strong ratings for each attribute being measured. An exceptional score of 89 was given for the overall satisfaction with service provided by the representative followed closely by the quality of information or feedback received from IAL program staff, which was rated an 88.

High School Equivalency Program (HEP) – Migrant Education
Grantees of the High School Equivalency Program - Migrant Education rated their satisfaction an 88, making this program tied for the highest scoring OESE program in terms of satisfaction. The High School Equivalency Program was last included in the survey in 2018, and scores for 2020 indicate that improvements have been made over the last two years. The scores range from 83 to 93 for the five drivers of satisfaction included in the survey. The ED Staff/Coordination driver is the highest scoring in 2020 at an overall score of 93. The strong driver score is bolstered by the exceptionally strong attribute scores for knowledge of relevant legislation, regulations, policies, and procedures (94), communication about changes that may affect your program (93), and professionalism (97). No clear weaknesses exist in the ED Staff/Coordination driver section, which illuminates the effectiveness of federal staff in their interactions with grantees. In the Online Resources survey section grantees are asked to evaluate their experience in using the High School Equivalency Program online resources on the OESE.ED.gov website. Although Online Resources is the lowest rated driver for HEP the overall score of 83 is strong and reflects a 6-point improvement compared to the ratings received in 2018. The ease of finding materials online improved 13 points since last measured in 2018, indicating that website enhancements made for HEP grantees have been well received and are easing their efforts. To further improve the ratings for Online Resources, work to fix/remove broken or outdated links, as one open-ended response states, "Some of the links are broke or outdated." One question included in the custom survey section asks HEP grantees to share any comments on how the HEP team can better support your work. The comment that stated, "HEP team does a great job supporting the needs of our program" is further backed by strong scores for accessibility and responsiveness of program staff (91) and the Usefulness and relevance of technical assistance strategies (91). A full read-out of the verbatim feedback collected can be found in Appendix C.

Full-service Community Schools (ESEA IV-F-2, section 4625) Program
The satisfaction among grantees of the Full-service community schools (ESEA IV-F-2, section 4625) Program was rated a 79, 1 point higher than the average satisfaction rating of all programs surveyed in

2020. In the first year of participation in the survey grantees of the Full-service community schools Program provided strong ratings for each of the five drivers of satisfaction included in the survey. The ED Staff/Coordination driver was rated an 87. Federal staff displayed high levels of knowledge of relevant legislation, regulations, policies, and procedures highlighted by an impressive score of 93, followed closely by the score for staff's professionalism which was rated a 92. No major changes should be implemented in terms of adjusting ED staff's procedures in their interactions with grantees as scores indicate the effectiveness of ED staff's current process, however slight tweaks made in the legal guidance provided in responses (81) will help to improve the overall grantee experience. A new section was added to the survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements, to which a rating of 71 was provided. Grant Performance Reporting Requirements is the lowest scoring driver for this program, the lowest scoring attributes associated with the driver will highlight weaknesses to focus improvement efforts towards. Grantees rated the ease of submitting report(s) electronically very low (60) relative to the other survey components being measured. Identifying the pain points of grantees in their efforts to submit report(s) electronically will provide the opportunity to design a targeted approach to make the process much easier and more intuitive. In the Technical Assistance section of the survey grantees are asked to evaluate the technical assistance provided by the Full-service Community Schools (ESEA IV-F-2, section 4625) Program. The scores in this section ranged from 73 to 83. Grantees rated the effectiveness of technical assistance services in creating opportunities to share best practices via learning groups low (73), indicating the desire of grantees to collaborate via learning groups may not be currently being satisfied. Consider adding more frequent opportunities for grantees to connect with one another to share best practices and lessoned learned.

College Assistance Migrant Program

The satisfaction among grantees of the College Assistance Migrant Program was rated an 87, 2 points higher than the satisfaction rating in 2018 when the program last participated in the Grantee Satisfaction Survey. The CAMP satisfaction score of 87 makes this program the third highest scoring OESE program for 2020. There are five driver sections included in the survey for CAMP grantees, four of which were rated exceptionally well at 90 or higher. The ED Staff/Coordination survey sections asks grantees to evaluate the interactions they have had with federal staff, and with scores ranging from 91 to 97 the needs of grantees are largely being met by ED staff. Grantees of the CAMP rated the Documents, which include the written correspondence provided to grantees, a 91, tied for the highest scoring OESE program surveyed in 2020. Scores for each of the attributes that comprise the Documents driver improved between 6 and 9 points when comparing to the ratings received in 2018. Continue to provide clear, relevant, and comprehensive documentation to grantees in the coming months to maintain the high-performance scores achieved in 2020. The lowest scoring driver for CAMP grantees is Online Resources (83), which ask for evaluations of online resources on the OESE.ED.gov website. While the overall score of 83 is strong, opportunities to improve the grantee experience may be best focused towards the lower scoring components of the Online Resources driver section. The ease of finding materials online was rated an 81, indicating that slight adjustments to the website making grantees search of materials more effortless should be considered. The addition of clean links to the College Assistance Migrant Program home page that will route website users to the resources needed most frequently by CAMP grantees will make finding materials easier and less time consuming. Investigation into the most frequently requested resources or most frequently asked questions may be necessary to indicate which links should be presented to grantees on the programs home page. In the custom questions section of the survey CAMP grantees were asked, *What could the CAMP team do to improve the structure or format of technical assistance?* In the open-end feedback collected one respondent offered the following, "Use breakout rooms, easier to use software, and some videos from families we serve." A full read-out of the verbatim feedback collected can be found in Appendix C.

Assistance for Arts Education Development and Dissemination

Grantees of the Assistance for Arts Education Development and Dissemination Program were included in the survey for the first time in 2020. Their satisfaction was rated well at 72, however does lag behind the average satisfaction rating of all programs surveyed in 2020 which was rated a 78. All five drivers of

satisfaction that were measured were rated 80 or higher, with the ED Staff/Coordination driver topping the list with a score of 89. Federal staff received particularly high ratings for their knowledge of relevant legislation, regulations, policies, and procedures (90), sufficiency of legal guidance in responses (89), and the high level of professionalism (100) that staff display in their interactions with grantees. The Documents driver, which measures the quality of the written correspondence provided to grantees was rated an 82. A closer look at the individual components that comprise the Documents driver highlight the elements of the Documents that are most positively rated by grantees; organization of information (87) and clarity (85). While scores are generally strong for each of the five attributes, opportunities for improvements may be directed towards the Documents' comprehensiveness in addressing the scope of issues that you face, which was the lowest scoring component at 77. Developing a relationship with grantees that includes an open line of communication will help ED staff to identify the issues specific to this programs grantees and provide the resources needed to offer assistance/guidance. In the initial year of measuring the Grant Performance Reporting Requirements, a rating of 81 was provided by Assistance for Arts Education Development and Dissemination Program grantees. The ease of submitting reports electronically was rated very favorably at 94, as was the availability of assistance in completing reports which was rated an 89. The Technical Assistance driver was rated an 81, 2 points higher than the average rating of all programs surveyed in 2020. In the open-end feedback one grantee was complimentary of the amount of assistance and offered a suggestion for the future, "I think we receive an immense amount of assistance. Maybe it would be good to facilitate a Zoom based update session with all grantees once a year." A full read-out of the verbatim feedback collected can be found in Appendix C. In the custom questions section of the survey grantees were asked to evaluate the technical support and assistance they have received from the U.S. Department of Education staff and the technical assistance provider 2M Research. A high score of 92 was provided for grantees' satisfaction with face-to-face AIE Annual Program Director's Convening.

Alaskan Native Education Program

Satisfaction among grantees of the Alaskan Native Education Program was rated a 72, 3 points lower than the satisfaction score in 2018. The driver scores for the Alaskan Native Education Program range from 72 for Online Resources to 84 for ED Staff/Coordination. Federal staff were rated positively by grantees, especially for their knowledge of relevant legislation, regulations, policies, and procedures (91), sufficiency of legal guidance in responses (86), and professionalism (92). Efforts to improve upon the responsiveness to questions (74) will drive the ED Staff/Coordination rating for this program closer to scores reported at the aggregate level (87). Online Resources available on the OESE.ED.gov website that are specific to this program were rated a 72, which presents an opportunity for improvement to the overall grantee experience. The lowest rated attribute associated with the Online Resources driver was the ease of navigation, which was rated a 69. Look to declutter the resources on the website and provide clean links that will route website users to relevant and useful content specific to their program. In the initial year of measuring the Grant Performance Reporting Requirements, a rating of 73 was provided by ANEP grantees, 3 points less than the average rating of all programs surveyed in 2020. A high score of 77 was given for the ease of obtaining data you are required to report, and a low score of 66 was given for the understanding of how ED uses your data. In the custom questions section of the survey grantees of the ANEP were asked how easy it was to locate and understand the information in the application package. High scores of 88 were provided for deadline for submission, page limitation instructions, and formatting instructions. When asked how easy it is to navigate the web-based annual performance report process grantees provided a rating of 63, the lowest scoring component in the custom questions section of the survey.

Supporting Effective Instruction State Grants

The satisfaction among grantees of the Supporting Effective Instruction State Grants Program was rated a 58, a 6-point improvement from the 2019 grantee satisfaction score. The increase in grantee satisfaction is due in part to the significant increase in the ED Staff/Coordination driver score, which climbed 11 points to an overall score of 83. Federal staff received significantly higher ratings for their knowledge of relevant legislation, regulations, policies, and procedures (86, +11) and responsiveness to your questions (81, +17) in 2020. The Online Resources diver score improved 4 points but remains to be the lowest scoring driver of satisfaction in 2020 landing at an overall score of 51. Scores for the individual

components measured in the Online Resources survey section are low, ranging from 45 to 58. The content specific to this program that is housed within the OESE.ED.gov website is seen as easy to navigate to by grantees as the ease of navigation score is 45 for the second consecutive year. Navigation enhancements to consider may include clean links that route website users to relevant information resources, tool tips that help users understand the quickest mode of exploration, and/or frequently ask questions links presented in plain sight for OESE.ED.gov website users. When evaluating the Documents including non-regulatory guidance, frequently asked questions (FAQs), letters, publications, and blast emails grantees provided a rating of 66, a 2-point score decrease compared to last year. The lowest scoring attribute of the Documents driver was for the comprehensiveness in addressing the scope of issues that you face (59). Research efforts to target the issues that are unique to the Supporting Effective Instruction State Grants Program will help in providing more comprehensive documentation to address grantees issues and lead them on a path to issue resolution. The ratings of the components asked in the custom questions section of the survey showed signs of improvement in 2020. The score for the effectiveness of the Department's technical assistance activities in providing support that is responsive to my State's needs to implement was rated 8 points higher in 2020 landing at a score of 67.

21st Century Community Learning Centers

The 21st Century Community Learning Centers Program grantee satisfaction was rated an 80, a 6-point score increase from the 2019 satisfaction rating. The satisfaction among 21st CCLC has improved an impressive 26 points in just five years, highlighting the effective changes made by federal/CCLC staff to improve the grantee experience. The ratings provided by 21st CCLC grantees in the ED Staff/ Coordination section of the survey highlight staff's effectiveness in sharing knowledge of relevant legislation, regulations, policies, and procedures (91), offering Collaboration with other ED programs or offices in providing relevant services (87), all while displaying high levels of professionalism (95). The Online Resources driver section, which asks grantees to rate the content made available to the on the OESE.ED.gov website that is specific to their program, was rated 2 points higher compared to last year landing at an overall score of 71. A closer look at the attributes that comprise the Online Resources driver inform on the best avenues to pursue in efforts to drive scores to the levels reported at the aggregate level (75). The lowest scoring attribute, ability to accomplish what you want on the site, was rated a 70, leaving room for improvement. Attempts to obtain feedback from grantees regarding the most common commonly stated reasons for visiting the OESE.ED.gov website will aid in offering the correct resources to help grantees accomplish what they want. A new section was added to the survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements. Grantees of the 21st CCLC program rated the Grant Performance Reporting Requirements driver an 81, 5 points higher than the average rating of all programs surveyed in 2020. Scores are relatively strong for the attributes that comprise the Grant Performance Reporting Requirements driver, ranging from 74 for the usefulness of the data to help you improve your grant program/project to 87 for the availability of assistance in completing your report(s). In the custom questions section of the survey, grantees are asked to evaluate the Department's technical assistance activities to support your State in implementation of the grant program. The attribute score for providing support that is timely and responsive to State's needs improved a significant 9 points in 2020 landing at a score of 86. Grantees rated their likelihood to recommend Y4Y website exceptionally high at 96 in 2020.

Payments for Federally Connected Children (Section 7002)

The satisfaction among grantees of the Payments for Federally Connected Children (Section 7002) Program was rated an 84, a 1-point improvement from 2019. Grantee satisfaction has been trending upward since 2017 for this program and the satisfaction rating of 84 is a program-high score. The highest rated driver for the Payments for Federally Connected Children (Section 7002) Program grantees is ED Staff/Coordination with a strong score of 91. Scores for the individual attributes measured in this survey section were all strong, ranging from 89 for communication about changes that may affect your program all the way up to 95 for the professionalism displayed by Federal staff in their interactions with grantees. The section of the survey that asks grantees to evaluate the Online Resources for their program-specific content available on the OESE.ED.gov website was rated favorably in 2020 with an overall driver score of 83. The Online Resources driver score of 83 is 8 points higher than the average rating received for all programs surveyed in 2020. Improvements have been made in the past year for ease of finding materials online and ease of navigation, which each improved 4 points landing at scores of 82. In the open-end feedback, one respondent stated, "I am very pleased with the website," further highlighting the fact that

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the OESE.ED.gov website is an effective resource for grantees to utilize. A full read-out of the verbatim feedback collected can be found in Appendix C. In the custom questions section of the survey grantees were asked if they attended any webinars or in person meetings where IAP staff provided you information on the Section 7002 program, to which 61% indicated that they did participate. The participation in the webinars or in person meetings were hugely helpful to grantees as 98% indicated that the presentation and/or materials helped them to understand their responsibilities in submitting data. Eighty-four percent of respondents indicated that they used the written instruction and guidance documents provided for their application, and this subset of respondents rated the effectiveness of documents in helping complete application an 84.

Payments for Federally Connected Children (Section 7003)

The Payments for Federally Connected Children (Section 7003) Program grantee satisfaction score was rated a 78, mirroring the average satisfaction rating of all programs surveyed in 2020. The satisfaction rating of 78 reflects a 1-point decrease compared to the 2019 satisfaction rating however the strong score in 2020 is higher than the historically reported satisfaction scores for this program. The scores reported for the ED Staff/Coordination driver section illustrate the effectiveness of federal staff in sharing knowledge and providing sufficient guidance to grantees. The ED Staff/Coordination driver score is 88, with particularly strong attribute scores for ED staff's professionalism (92) and their knowledge of relevant legislation, regulations, policies, and procedures (89). Efforts to improve the lowest rated attribute score, communication about changes that may affect your program (84), that is associated with the ED Staff/Coordination driver may include being more proactive in reaching out to grantees to inform them on upcoming changes to prepare for. The Online Resources specific to this program that are housed within the OESE.ED.gov website were rated more favorably in 2020 compared to 2019 as the driver score improved 4 points to an overall score of 79. Scores improved for the ease of finding materials online (79, +6), ability to accomplish what you want on the site (80, +4), and ease of navigation (76, +2). A new question was added to the Online Resources section of the survey asking grantees to evaluate the quality of content on the OESE.ED.gov website, to which a strong rating of 81 was provide. In the open-end feedback, one grantee of the Payments for Federally Connected Children (Section 7003) Program stated, "The website is better than it used to be," highlighting the fact that improvements are being made and recognized by users of the website. A full read-out of the verbatim feedback collected can be found in Appendix C. The custom question section of the survey includes a question that asks grantees if they contacted the Impact Aid Program for technical assistance, to which 67% of respondents said that they had. These respondents who did contact the Impact Aid Program for technical assistance rated the staff exceptionally well for their responsiveness to answering questions (88), supportiveness in helping you complete your application (91), and knowledge about technical material (90).

Comprehensive Literacy State Development

The Comprehensive Literacy State Development Program grantee satisfaction was rated a 79, a 7-point score decrease compared to 2019. The satisfaction rating of 79 is a relatively strong score and is 1 point higher than the average satisfaction rating of all programs surveyed in 2020. The ED Staff/Coordination driver score dropped 2 points in 2020 however remains to be a positively rated component with an overall score of 90. A closer look into the attribute scores that comprise the ED Staff/Coordination driver inform that federal staff have opportunities for improvement in their responsiveness to questions (82). Ensure that grantee inquiries are responded to in a timely manner and include accurate and current information that will aid in improvement efforts to the overall grantee experience. In the Documents section of the survey, grantees are asked to evaluate the Documents which include non-regulatory guidance, frequently asked questions (FAQs), letters, publications, and blast emails. Scores are very strong for the Documents driver (91) and the attribute that comprise the driver, all of which were rated in the low-90s. Just five years ago the Documents driver was rated a 42, indicating that substantial improvements have been made over time in providing relevant, comprehensive, and clear documents in a well-organized fashion. A new section was added to the survey in 2020 asking for grantees to evaluate the Grant Performance Reporting Requirements. The Grant Performance Reporting Requirements driver score was rated an 82 in the initial year of measurement, 1 point higher than the average rating provided by all programs participating in the survey in 2020. The custom questions section of the survey asks grantees to evaluate the technical assistance from their SRCL program officer. Scores were relatively strong within this survey section ranging from 83 for timely resolution of general programmatic and financial issues and on the high end, the virtual CLSD Project Directors' National Convening was rated an impressive 93.

Indian Education Formula Grants to Local Education Agencies

The satisfaction among grantees of the Indian Education Formula Grants to Local Education Agencies Program was rated a 77, a 2-point improvement over the past year. The ED Staff/Coordination section of the survey asks grantees to evaluate their interactions with the federal staff and the scores ranging from 83 to 92 indicate that the information and guidance that is provided by ED staff is largely meeting the needs of Indian Education Formula Grants to Local Education Agencies grantees. ED staff were rated especially positively for their knowledge of relevant legislation, regulations, policies, and procedures (88) and responsiveness to questions (86). The ratings of the Online Resources available on the OESE.ED.gov website show strong signs of improvement in 2020, as the driver score improved 8 points to an overall score of 79. Each of the components associated with the Online Resources driver that trend back to 2019 improved by statistically significant margins: ease of finding materials online (78, +10), ability to accomplish what you want on the site (81, +10) and ease of navigation (80, +10). A new section was added to the survey in 2020 asking for grantees to evaluate the Grant Performance Reporting Requirements. In the initial year of measurement, grantees of the Indian Education Formula Grants to Local Education Agencies Program rated this driver a 77. Scores are relatively strong for the individual components measured in this section, but an opportunity for improvement exists in providing grantees with a better understanding of how ED uses your data (68). In the custom questions section of the survey, grantees were asked to evaluate the application process when applying for a grant through the Electronic Application System for Indian Education (EASIE). Scores were relatively strong for this survey section for all three components: comprehensiveness of documents (86), ease of using EASIE system (84), and quality of training via webinars (81).

Migrant Education Programs (Title I, Part C)

The Migrant Education Program (Title I, Part C) grantee satisfaction was rated a 78, a 1-point decrease from 2019 but still holding a positive score overall. The overall satisfaction rating of 78 for the Migrant Education program grantees matches the average satisfaction rating of all programs surveyed in 2020. Federal staff were rated relatively positively in the ED Staff/Coordination (85) section of the survey however attribute levels scores do highlight areas to consider focusing improvement efforts towards. The responsiveness to questions attribute score dropped 10 points in 2020 to a score of 73, indicating that ED staff should work to provide responses to grantee inquiries in a timelier manner and responses should be accurate and informative. Grantees rated the sufficiency of legal guidance in responses a significant 10 points lower in 2020, again highlighting the need for ED staff to adjust their follow-up communication with grantees to better meet the needs of grantees and improve the overall grantee experience. The Online Resources specific to the Migrant Education Program that are made available to grantees on the OESE.ED.gov website were rated a 74, a 6-point score decrease compared to 2019. Grantees rated the ease of navigation a 72 (-7 from 2019 score), which is the lowest scoring attribute related to the Online Resources driver. Navigation enhancements to consider may include clean links that route website users to relevant information resources, tool tips that help users understand the quickest mode of exploration, and/or frequently ask questions links presented in plain sight for OESE.ED.gov website users. In the custom questions section of the survey grantees were asked to select three technical assistance topics that will be needed in the future, in order to improve the performance of your MEP. The top three topics selected were Subrecipient Monitoring (41%), Fiscal Requirements (26%) and Data Management and Reporting (26%).

Education for Homeless Children and Youth – McKinney-Vento

The satisfaction among grantees of the Education for Homeless Children and Youth program was rated an 85, the fourth highest satisfaction rating among all OESE programs that participated in the survey in 2020. The grantee satisfaction score of 85 reflects a 6-point improvement from 2019. Although the Online Resources (grantees rated the content specific to the Education for Homeless Children and Youth program housed within the OESE.ED.gov website) is the lowest scoring driver for this program, the driver score significantly improved to an overall score of 80, a strong score relative to the other programs involved in the 2020 Grantee Satisfaction Survey. The ease of navigation score increased 16 points in 2020, indicating that enhancements were made to the navigation of the OESE.ED.gov website made a positive impact for grantees. The highest scoring driver in 2020 for the Education for Homeless Children and Youth program is ED Staff/Coordination, landing at an overall score of 93. The attributes that comprise the ED Staff/Coordination driver score all performed exceptionally well with scores ranging from 92 to 96. Federal staff displayed high levels of knowledge of relevant legislation, regulations, policies, and

procedures (94, +4) and were responsive to grantee questions (93, +9). Grantees were asked to rate the technical assistance services provided by the Education for Homeless Children and Youth program staff in helping you successfully learn to implement your grant programs/projects, to which a rating of 84 was provided. The Technical Assistance score of 84 is 5 points higher than the OESE score for 2020. Opportunities for improvements to the Technical Assistance that is provided to grantees exist in creating opportunities to share best practices via learning groups as indicated by the lowest attribute score, 81, associated with the Technical Assistance driver score. In the custom questions section grantees were asked to evaluate the technical assistance provided by U.S. Department of Education program staff and the National Center for Homeless Education (NCHE). The ratings for the NCHE were higher in 2020 than ratings provided for the U.S. Department of Education program staff indicating that NCHE staff are more effective than ED staff in meeting the Technical Assistance needs of grantees.

Student Support and Academic Enrichment

The Student Support and Academic Enrichment grantee satisfaction score was rated a 75, a significant 24 points higher than the ratings received in 2019. All component scores that trend back to 2019 improved in the past year, most notably the ED Staff/Coordination driver score improved 20 points to an overall score of 82. Over the last year Federal staff have made significant improvements to their responsiveness to questions (77, +23), knowledge of relevant legislation, regulations, policies, and procedures (84, +16) and collaboration with other ED programs or offices in providing relevant services (77, +20). The Documents driver is the second highest scoring driver of satisfaction, behind ED Staff/Coordination, after this driver improved 11 points to an overall score of 80. Adjustments/updates made to the documents in terms of the comprehensiveness in addressing the scope of issues that grantees face were well received by grantees in 2020 as this attribute score jumped 19 points to a score of 76. All attribute scores associated with the Documents driver showed signs of improvement over the past year, and with scores in the upper-70s to low-80s efforts to maintain the strong scores should be considered. The Grant Performance Reporting Requirements driver was added to the Grantee Satisfaction Survey in 2020, and in its initial year of measurement the driver score was rated a 64 by Student Support and Academic Enrichment grantees. The average rating for all OESE programs for the Grant Performance Reporting Requirements driver was a 76, indicating that grantees of the Student Support and Academic Enrichment program provided below-average ratings of the new driver. Particularly low scores were provided for the usefulness of the data to help you improve your grant program/project (55) and grantee understanding of how ED uses their data (54). In an effort to improve these low attribute scores ED staff should investigate the data that is being provided to grantees of this program to ensure that the data is applicable in assisting them to improve the grant program/project. Additionally, ED staff should look to share feedback with grantees on their submitted reports so that it can benefit both the department and the future experiences of grantees. The National Center on Safe Supportive Learning Environments (NCSSLE) website was rated a 73 by grantees of the Student Support and Academic Enrichment program in the custom questions section of the survey, a relatively strong score in its initial year of measurement. Grantees found the Title IV Part A Portal to be quite useful as this component was granted a strong score of 84.

Improving Basic Programs Operated by Local Educational Agencies - Title I

The satisfaction among grantees of the Improving Basic Programs Operated by Local Educational Agencies - Title I program was rated a 64, a 5-point improvement since 2019. The ED Staff/Coordination driver has historically been a strength for this program and in 2020 that trend continues with an overall score of 79. Federal staff display high levels of Knowledge of relevant legislation, regulations, policies, and procedures as grantees rated this component an 81. ED staff have opportunities for improvement in their responsiveness to questions. This attribute was rated just a 66 by grantees, indicating that staff could make improvements in providing more timely responses. The Documents provided to grantees (including non-regulatory guidance, FAQs, letters, publications, and blast emails) were rated significantly higher in 2020. The Documents driver score improved 10 points in the past year to an overall score of 79, making it tied with ED Staff/Coordination for the highest scoring driver in 2020. Each of the attributes related to the Documents driver improved in 2020 and with scores in the upper-70s to low-80s efforts to maintain high scores should be exercised. A new section was added to the Grantee Satisfaction Survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements. In the initial year of measurement, the driver score for Grant Performance Reporting Requirements was rated a 63 by Title I grantees, leaving room for improvement. One area to address in efforts to improve the Grant

Performance Reporting Requirements driver and ultimately the grantee experience is to better explain how ED uses grantee data (54). In the custom questions section of the survey a low score of 65 was provided by grantees for the survey question regarding how department staff provide support that is responsive to State's needs to implement. An effort to better understand the specific needs of the State will help staff to more effectively administer support that assists in implementation.

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

The English Language Acquisition State Grants grantee satisfaction score was rated a 63, a 2-point increase from 2019. The increase in satisfaction reflects positive changes made in the past year after the grantee satisfaction fell 7 points from 2018 to 2019. All three drivers of satisfaction that were previously measured experienced score increases in 2020. The ED Staff/Coordination driver is the highest scoring at 79, a 5-point score increase. Federal staff displayed high levels of knowledge of relevant legislation, regulations, policies, and procedures as this component of the ED Staff/Coordination driver increased by statistically significant margins in 2020 scoring an 82 (+9). The lowest scoring attribute of the ED Staff/Coordination driver was the responsiveness to questions (71). A 'quick win' may be available to improve the grantee experience if ED staff make a concerted effort to respond to grantee inquiries in an expedient manner, while maintaining accuracy and thoughtfulness in responses. The Online Resources specific to this program's content on the OESE.ED.gov website were rated more favorably by grantees in all attributes previously measured by the survey. Grantees rated the ability to accomplish what they wanted on the site a significant 12 points higher than last year with a 2020 rating of 71. The ease of navigation score improved 8 points to a 68 but remains one of the lowest scoring attributes of the Online Resources driver. Look to make further enhancements to the navigation of the OESE.ED.gov website with some thought around the reasons that grantees most frequently utilize the website. Navigation enhancements may include clean links that route website users to relevant information resources, and/or frequently ask questions links presented in plain sight for OESE.ED.gov website users. With an overall score of 76, the Documents driver received an all-time high rating from the English Language Acquisition State Grants grantees. High scores of 79 for the organization of information and relevance to your areas of need are particularly strong relative to the other attribute scores associated with the Documents driver. The lowest scoring attribute within the Documents driver, comprehensiveness in addressing the scope of issues that you face (68), may be improved upon if investigation into the specific issues of English Language Acquisition State Grants grantees is carried out. When asked, *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* in the custom questions section of the survey, one respondent commented on the desire for more webinars.

Rural Education Achievement Program (REAP)
Rural and Low-Income School (RLIS) Program

The satisfaction among grantees of the REAP – Rural and Low-Income School Program rose 5 points for the second consecutive year, landing at an overall satisfaction score of 77. The REAP – Rural and Low-Income School Program grantee satisfaction began its upward trend back in 2017 and since that time has improved an impressive 13 points. The upward score trend was not limited to satisfaction, as each of the three drivers that were asked in the 2019 survey improved over the past year as well. The ED Staff/ Coordination driver continues to be the highest rated driver with an overall score of 90, a 6-point score increase compared to 2019. Federal staff made significant improvements over the past year in their responsiveness to questions (87, +8) and Knowledge of relevant legislation, regulations, policies, and procedures (90, +8). The Online Resources driver, which asks grantees to rate the content made available to the on the OESE.ED.gov website that is specific to their program, was the most improved driver in 2020 scoring 78 (+8). Three new attributes were added to the Online Resources driver section in 2020 and were all rated strong in the initial year of measurement: quality of content (79), accuracy of search results (77) and look and feel/visual appearance (80). In the custom questions section of the survey REAP – RLIS grantees were asked which topics for technical assistance they will need in the future in order to improve the performance of their RLIS grant. The top three topics selected were Providing Technical Assistance to Grantees (48%), Monitoring RLIS grantees (45%) and REAP eligibility data and estimating award amounts (39%).

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

The REAP – Small, Rural School Achievement Program grantee satisfaction score was rated an 83, a significant 7 points higher than the rating received in 2019. When asked *How satisfied are you with ED's products and services* grantees provided a noteworthy rating of 88. The needs of REAP – Small, Rural School Achievement Program grantees are largely being met by Federal staff as the ED Staff/ Coordination driver score notably improved to a 90 overall, and four of the six attribute that comprise the driver score were rated 90 or higher. Federal staff have made significant improvements in terms of their responsiveness to questions (91), knowledge of relevant legislation, regulations, policies, and procedures (90) and sufficiency of legal guidance in responses (93). The Online Resources driver score improved a significant 8 points in 2020 to an overall score of 78. The scores provided for the Online Resources attributes that range from 76 to 80 indicate that the content specific to the REAP – SRSA program grantees is being provided in an easily accessible manner and is of high quality. A new section was added to the Grantee Satisfaction Survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements. In the initial year of measurement, the driver score for Grant Performance Reporting Requirements was rated an 80 by the REAP – SRSA grantees. A high score of 85 was provided for the ease of submitting report(s) electronically. The low score of 72 for grantees understanding of how ED uses your data offers room for improvement. In the custom questions section of the survey REAP – SRSA grantees were asked rate their experience with the revised FY 2020 SRSA application process as compared to the process in previous years. Scores were very strong for the attributes measured in this survey section with particularly high scores for the ease of accessing the application using the unique link in the invitation email (88), preparing and completing the information requested on the application (88), ease of submitting the application (90), and utilizing the confirmation email (89). The application process is seen as an improved version compared to previous years, and efforts to maintain the process improvements should be made.

Grants for State Assessments

The Grants for State Assessments grantee satisfaction score was rated a 76, a 1-point improvement from 2019. The increase in grantee satisfaction was accompanied by an increase in driver scores for each of the three components that were measured in last years survey. The survey section asking grantees to evaluate ED Staff/Coordination illuminates the hard work displayed by Federal staff to provide grantees with relevant information regarding legislation, regulations, policies and procedures (94, +7) and a high level of responsiveness to questions (94, +12). The high performance scores ranging from 87 to 96 that grantees provided when answering survey questions in the ED Staff/Coordination survey section explains that their needs are largely being met by ED staff and efforts to maintain scores should be considered. The Online Resources specific to the Grants for State Assessments made available to grantees on the OESE.ED.gov website was rated a 76, a 2 point improvement from the rating received in the 2019 survey. A new rated question was added to the Online Resources survey section that asks grantees to rate the Quality of content of resources on the OESE.ED.gov website, to which grantees provided a strong score of 80 in the initial measurement of this component. Efforts to improve upon the Online Resources driver score, look to improve the Ease of navigation as this attribute leaves room for score improvements with an overall score of 71, the lowest scoring attribute of Online Resources. Navigation enhancements may include clean links that route website users to relevant information resources, tool tips that help users understand the quickest mode of exploration, and/or frequently ask questions links presented in plain sight for OESE.ED.gov website users. The custom questions section of the survey asks Grants for State Assessments grantees to rate the effectiveness of technical assistance activities to support your State in implementation of Grants for State Assessments. The four rated questions in this section were all rated higher in 2020 compared to 2019, with the *Helps address implementation challenges* rating improving the most to a score of 83 (+8).

Teacher and School Leader Incentive Grants

Satisfaction among respondents of the Teacher and School Leader Incentive Grants Program was rated a 75; 3 points less than the combined average rating of all programs surveyed in 2020. A closer look at the TSL data shows that satisfaction was rated much higher by those who were listed in the 'TIF' cohort (98) than those in the 'TSL' cohort (68). The scores discussed in this report will focus on the combination of the two segments as the sample sizes for each cohort designation are quite low. The Online Resources driver score improved a significant 18 points compared to last year landing at an overall driver score of 88; the highest rated driver of satisfaction among this program's grantees. The content on the OESE.ED.gov website was rated exceptionally well with scores in the upper-80s to low-90s. Significant

improvements have been made over the past year in the collective opinion of grantees in the following areas: ease of finding materials online (88, +17), ability to accomplish what you want on the site (87, +17), and the ease of navigation (89, +19). This program's grantees' needs are being satisfied by the resources made available to them on the OESE.ED.gov website as displayed by the strong performance scores. The ED Staff/Coordination driver score remained unchanged in 2020 with a score of 81. Federal staff are effective in their efforts to share knowledge and provide guidance to grantees of the program. One component of the ED Staff/Coordination survey section that may provide an opportunity to improve scores for ED Staff is the communication about changes that may affect your program as this attribute was rated a 74. Proactive communication regarding changes that will directly affect their program will help to improve grantees view of the level of care that ED staff exhibits. In the custom questions section of the survey, grantees are asked to evaluate the technical support and assistance they have received from the TQP TA provider, AEM. The scores for the components of this section show improvement over the past year: assistance in improving program planning and implementation (87, +15), providing relevant information and ideas (90, +18), and connecting you with other experts or practitioners (88, +10). The high scores provided by this program's grantees regarding the technical support and assistance they have received indicate that no current weaknesses exist and the processes currently in place should be maintained.

Supporting Effective Educator Development Program

The Supporting Effective Educator Development Program grantee satisfaction score was rated a 57, reflecting a score decrease of 11 points compared 2019. The decrease in grantee satisfaction is in part due to the significant decline in scores for ED Staff/Coordination. After receiving a strong score of 80 in the initial survey measurement the ED Staff/Coordination driver dropped 12 points to an overall score of 68. A closer look into the components that comprise the driver reveal the need for federal staff to communicate more effectively with grantees about changes that may affect their program as this attribute was rated a 56. Another area to focus improvement efforts is the collaboration with other ED programs or offices in providing relevant services which was rated 20 points lower in 2020 landing at a 57. Ensure that the services made available to SEED grantees are relevant and useful to their specific needs. The Documents driver score fell a significant 20 points to an overall score of 59. Each of the five attributes that are associated with the Documents driver decreased by statistically significant margins. The data reveals the necessity for the unique needs of SEED grantees to be better understood as scores for the sufficiency of detail to meet your program needs (59), relevance to your areas of need (58) and comprehensiveness in addressing the scope of issues that you face (50) are particularly low scoring. Instead of providing extensive generic documentation, attempt to create more program specific documentation that will prove more useful in addressing the specific needs/issues of grantees. A new section was added to the Grantee Satisfaction Survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements. Grantees of the SEED program rated this driver a 52; with a particularly low rating provided for grantees understanding of how ED uses your data (33). 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. Grantees indicate that gaining helpful technical assistance to conduct meaningful, rigorous evaluations was easier than implementing a meaningful, rigorous evaluation, scoring 54 and 48, respectively. In regard to the assistance grantees have received from the TQP TA Center/Mathematica/ AEM, grantees provided a strong rating for connecting you with other experts or practitioners (72).

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

Grantees of the Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools Program rated their satisfaction a 48. The score of 48 makes this program the lowest rated OESE program in terms of grantee satisfaction. Investigation into the data will help to inform the areas that present the greatest opportunity for improvements. When asked about the collaboration with other ED programs or offices in providing relevant services offered by federal staff grantees provided a rating of 44, which highlights the necessity of improving the collaboration practices currently in place. Some of the other attributes that comprise the ED Staff/Coordination driver that warrant changes include the federal staff's knowledge of relevant legislation, regulations, policies, and procedures (62, -19) and sufficiency of legal guidance in responses (50, -27). Adjustments made in these areas of the grantee experience will help to stop the score declines recognized from 2019 to 2020. The scores for the Online Resources specific to the Grantees of the Charter Schools Program Grants for Replication and Expansion of High-

Quality Charter Schools Program on the OESE.ED.gov website remain stable when comparing to 2019, but opportunities to improve upon scores do exist as scores in this section of the survey range from 51 to 61. New questions were added to the Online Resources section of the survey in 2020 asking grantees to rate the quality of content and accuracy of search results. In the initial measurement of these attributes grantees provided low scores of 53 for quality of content and 51 for the accuracy of search results. Enhancements made to the website that allow grantees to effectively navigate the website to obtain information intuitively by following clean links to relevant resources commonly used. Additionally, audit the resources available online to ensure that information is up to date. A new section was added to the Grantee Satisfaction Survey in 2020 asking grantees to evaluate the Grant Performance Reporting Requirements, which was rated a 40. Low scores provided by grantees when responding to this section of the survey for Usefulness of the data to help you improve your grant program/project (36) and understanding of how ED uses your data (31) express the need for ED to better explain how the data is used by the Department. In the custom question section of the survey grantees rated the Guidance CSP provides on Federal grant compliance particularly low with a score of 46. An improved approach to the way in which grantees receive guidance from the CSP or adjustments to the components of the information that provided is recommended.

Expanding Opportunities Through Quality Charter Schools Program

The satisfaction among grantees of the Expanding Opportunities Through Quality Charter Schools Program was rated a 71, an improvement of 9 points compared to 2019. The survey question asking grantees *How satisfied are you with ED's products and services* was rated a significant 12 points higher in 2020 landing at an overall score of 80. Driver score increases in 2020 in areas such as ED Staff/ Coordination and Online Resources drove satisfaction ratings higher for this program. Federal staff have made effective adjustments in the past year, most notably in their knowledge of relevant legislation, regulations, policies, and procedures, which was rated 20 points higher in 2020 landing at 92. Improvements in the staff's responsiveness to questions and collaboration with other ED programs or offices in providing relevant services is highlighted by the double-digit score increases for both attributes over the past year. The ratings of the Online Resources available on the OESE.ED.gov website show strong signs of improvement as well. The driver score climbed 16 points in 2020 to an overall score of 73, due to significant score increases for; ease of finding materials online (76, +18), ability to accomplish what you want on the site (71, +16), and ease of navigation (69, +17). The Documents provided to grantees were rated a 74, a 4-point improvement year-over-year. A closer look at the attributes that make up the Documents driver inform on areas best suited for improvement opportunities: sufficiency of detail to meet your program needs (69) and comprehensiveness in addressing the scope of issues that you face (67). Focusing efforts on gaining a better understanding of the specific needs and issues that the CSP possess will allow for a targeted approach to the grantee experience. The custom questions asked of grantees associated with the Expanding Opportunities Through Quality Charter Schools Program reflect positive change compared to last year. The component's that experienced the most growth year-over-year are technical assistance received on project implementation and budget questions (84, +19) and dissemination of resources and opportunities the CSP provides (78, +18).

Education Innovation and Research Programs

Grantees of the Education Innovation and Research Programs rated their satisfaction a 74, just 1-point lower than the satisfaction score received in the programs initial year of participation in the Grantee Satisfaction Survey. The federal staff who work with grantees of the Education Innovation and Research Programs received high marks for the levels service that they provide. Specifically, grantees rated ED Staff well for their communication about changes that may affect their program (87) and the professionalism (93) that is displayed by ED staff. The ED Staff/Coordination driver is the highest scoring in 2020, and the individual attribute scores that comprise the driver all scored in the 80s indicating that federal staff should work to maintain the high scores earned in 2020. The Online Resources that are specific to the Education Innovation and Research Program on the OESE.ED.gov website were rated a 71; the lowest scoring driver for this program, making it a candidate for prioritized improvement efforts. The attribute level scores for this driver are all in the low-70s which allows for targeted strategies to improve the ratings provided by grantees. Updates or changes made that will aid in grantees ease of finding materials on the OESE.ED.gov website will prove useful in improving upon the grantee experience. The Documents driver score dropped 2 points in 2020 landing at an overall score of 72. Grantees were less satisfied with Documents in terms of the sufficiency of detail to meet program needs

in 2020 as this attribute score fell 6 points to a score of 71. Additionally, the relevance to areas of need (70) and comprehensiveness in addressing the scope of issues that grantees face (70) scores suggest that a better understanding of the specific needs/issues that grantees of the Education Innovation and Research Programs face will inform the necessary adjustments to make to improve upon the ratings for the Documents that are provided. In the custom questions section of the survey grantees of the Education Innovation and Research Programs were asked to evaluate the i3/EIR Evaluation Technical Assistance/Abt Associates. High scores of 86 for the assistance in improving your evaluation planning and implementation and providing relevant information and ideas indicate that the technical support and assistance that grantees receive from i3/EIR Evaluation Technical Assistance/Abt Associates is helpful and informative. The low score of 64 for the question asking about the i3/EIR program level evaluations in implementing a meaningful, rigorous evaluation highlights the need for improvements in this area of the grantee experience.

Magnet Schools Assistance Program

The satisfaction among grantees of the Magnet Schools Assistance Program was rated a 79, 1 point higher than the average satisfaction rating among all programs surveyed. Grantees rated their interactions with federal staff particularly high, with an overall score of 87. ED Staff/Coordination attribute scores ranging from 79 to 96 indicate that needs of grantees are being satisfied by ED staff for grantees of the Magnet Schools Assistance Program. The Online Resources specific to this program's content on the OESE.ED.gov website was the lowest rated driver of satisfaction in 2019 with an overall score of 75. In 2020, this score increased 8 points to an overall score of 83, indicating that updates/improvements implemented on the ED.gov website specific to this program have improved the grantee experience in terms of the resources made available to them online. The Technical Assistance services that grantees receive from the Magnet Schools Assistance Program were rated an 82 overall. While the overall score of 82 for Technical Assistance does not inform weaknesses exist, a closer look at the attributes comprising this score allow for adjustments to be considered in areas that offer opportunity for improvement. Adjustments made to the approach of ED-Funded TA Providers to increase the helpfulness in grantees learning to implement their grant project will assist in improving the Technical Assistance services provided by ED staff. When asked what ways the technical assistance that Department staff provide be improved to better support your program needs one respondent spoke to the importance of individualized assistance, "TA is not individualized and/or differentiated. I find that most of the sessions are at a basic level which is sometimes appropriate for us, but often not. There is almost no opportunity for peer sharing, except at the project directors' meeting. Pieces of those meetings are helpful, but there are still too many large group sessions that are primarily meaningless." A full read-out of the verbatim feedback collected can be found in Appendix C. In the custom question section of the survey grantees rated the MSAP Center technical assistance support well (86) but provided a relatively low score when rating the GRADS 360 system (62).

Promise Neighborhoods

The Promise Neighborhoods grantee satisfaction score was rated a 79, a 1-point improvement since the initial year of measurement for the grant program in 2019. The satisfaction score of 79 is 1 point higher than the average satisfaction rating among all surveyed programs in 2020. Signs of improvement for the Promise Neighborhoods program were not limited to satisfaction as all three drivers of satisfaction that were measured in 2019 also improved. Interactions with federal staff are optimal, with an ED Staff/ Coordination score of 93. Of the six attributes that comprise the ED Staff/Coordination driver, five were rated 90 or higher, with professionalism topping the list with a score of 96. The score for the Online Resources specific to this program's content on the OESE.ED.gov website improved a significant 15 points to an overall score of 78. The driver score increase is a result of the improvements made in grantees' ease of finding materials online (81) and ease of navigation (78) increasing 19 and 17 points, respectively. The Documents provided by the Promise Neighborhoods program satisfied the needs of grantees, especially in terms of clarity (87) and sufficiency of detail to meet program needs (86). The Technical Assistance services that are provided by Promise Neighborhoods staff were strong in 2020 with an overall score of 80; 1-point higher than the average Technical Assistance rating among all OESE programs surveyed. High scores of 90 for creating opportunities to share best practices via learning groups and ED-Funded TA Provider helpfulness in your learning to implement grant project indicate that grantees are complimentary of learning opportunities that are offered to them by ED staff. The custom questions asked only of grantees of the Promise Neighborhoods grant program were generally strong in

2020 but do offer opportunities for improving the grantee experience. Opportunities for improvement include the SCORECARD and GRADS 360 systems scoring 65 and 52, respectively. Program leadership should work to maintain the high performance of service and guidance while narrowing focus in the areas that offer the highest opportunity for improving the grantee experience.

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 77, which reflects a notable 16-point increase compared to one year ago. The significant increase in the satisfaction score was largely driven by the significant increase in each of the three driver scores that were included in the 2019 version of the survey. ED Staff/Coordination is the highest scoring driver in 2020 with an overall score of 85. The strong attribute scores that comprise the ED Staff/Coordination driver range from 78 for the responsiveness to questions to 90 for the professionalism displayed by ED Staff. The ratings provided by grantees for the Documents section of survey indicate that there have been noticeable improvements made over the past year. The driver score for Documents improved significantly in 2020 landing at a score of 78. Grantees were especially pleased with the organization of information (80) and the relevance to their areas of need (79). Grantees of the Demonstration Grants for Indian Children/Special Projects Demonstration Grants rated the Online Resources on the OESE.ED.gov website a 70 in 2020; 7 points lower than the OESE score. Efforts to improve grantees ability to accomplish what they indented on the site (66) will assist in improving the driver score. A new section was added to the survey in 2020 asking grantees about reporting requirements. A closer look at the attributes comprising this score show relative strengths and opportunities for improvement. The high score of 75 indicates that grantees find the data useful in efforts to make improvements to the grant program/project. Providing grantees with a better understanding of how ED uses their data will help to improve the grantee experience, as this attribute was the lowest rated component in 2020 at 62. The custom questions section of the survey asked grantees to evaluate the Native Youth Community Projects (NYCP) program. Grantees provided positive feedback when rating the NYCP program with scores improving for each of the three rated questions asked in the custom question section. Grantees were especially pleased with the usefulness and relevance of project director meeting technical assistance with a score of 84, followed closely by the webinar-based technical assistance score of 80.

Neglected and Delinquent State and Local Agency Programs

The satisfaction score provided by grantees of the Neglected and Delinquent State and Local Agency Programs improved an impressive 22 points from 2019 to 2020, landing at an overall score of 77. The grantee satisfaction score of 77 marks the highest score achieved for the Neglected and Delinquent State and Local Agency Programs since the program was first included in the survey back in 2011. ED Staff/Coordination was the highest scoring driver of satisfaction in 2020 at an overall score of 83 (+15). Over the past year organizational efforts to increase the knowledge of relevant legislation, regulations, policies, and procedures has been effectively carried out as displayed by the significant 19-point increase in the attribute score. Grantees of the Neglected and Delinquent State and Local Agency Programs rated the professionalism displayed by ED Staff exceptionally well in the first year of measuring this component, scoring 89. Grantees of the Neglected and Delinquent State and Local Agency Programs rated the Online Resources available on the OESE.ED.gov website a 72 in 2020, which is a significant 14 points higher than the 2019 driver score. It is evident that grantees were much more pleased with their level of success in accomplishing what they intended on the OESE.ED.gov website (72, +15) and were able to navigate the site with relative ease (75, +14). Efforts to improve the accuracy of search results (69) and ease of finding materials online (70) may prove fruitful in attempts to drive the Online Resources driver score higher to match scores achieved at the OESE principal office level (77). The custom questions asking grantees to evaluate the technical assistance provided by both NDTAC and USDE staff show signs of improvement when comparing 2019 to 2020. Specifically, grantees rated the USDE staff much higher in 2020 regarding staff's ability to assist in impacting performance results/goals scoring a 74, which is a significant score increase of 17 points compared to 2019. The NDTAC staff were rated exceptionally well for their guidance provided to meet program compliance requirements with a score of 87; the highest rated custom question asked of Neglected and Delinquent State and Local Agency Programs grantees.

School Climate Transformation Grants
Local Education Agency

The satisfaction score among SCTG Local Education Agency respondents improved to a score of 82 in 2020; an increase of 5 points compared to the 2019 satisfaction score. All three of the driver's that were measured for SCTG – LEA grantees in both 2019 and 2020 showed significant improvement year-over-year. The ED Staff/Coordination driver score rebounded substantially to a score of 93 making it the highest rated driver of satisfaction among SCTG – LEA grantees. Each of the attributes that comprise the ED Staff/Coordination driver scored 88 or higher indicating that there are no prominent weaknesses to address at this time. After a substantial decrease of 23 points in 2019, the 2020 score for Online Resources available on the OESE.ED.gov website improved a significant 16 points to 83. New questions were added to this section in 2020, including the quality of content (85) and the look and feel of the site (84). All attribute scores being rated 80 and higher indicates that grantees needs are largely being met by the resources provided to them on the OESE.ED.gov website. However, efforts to maintain or perhaps improve upon the ability of grantees to accomplish what they want on the OESE.ED.gov website should be considered as resources needed by grantees may shift over time and the website functionality is expected to be improved upon over time. The Technical Assistance that is provided by ED-Funded technical assistance providers is extremely helpful to grantees in learning to implement their grant project as grantees rated this component a 92 in 2020. The overall Technical Assistance driver score is strong for SCTG – LEA grantees in 2020 landing at 84; 5 points higher than the aggregate Technical Assistance score for all programs measured in 2020. A new section, Grant Performance Reporting Requirements, was added to the Grantee Satisfaction Survey in 2020. SCTG Local Education Agency respondents rated the new section strong at 82, which is 6 points higher than the score achieved by all OESE programs collectively. Grantees have an extremely high level of Trust in the SCTG – LEA office to meet organizational needs (92) and focus should be applied in maintaining the high level of trust that has been earned.

School Climate Transformation Grants
State Education Agency
The SCTG State Education Agency grantee satisfaction was rated an 83, which reflects an increase of 4 points in satisfaction compared to the last year in which this program was surveyed in 2018. The five drivers of satisfaction were rated very positively by SCTG – SEA grantees, with scores ranging from 84 for the Documents driver to 88 for both Technical Assistance and ED Staff/Coordination. Federal staff were rated very positively for their interactions with grantees regarding their Responsiveness to questions (90) and Collaboration with other ED programs or offices in providing relevant services (90). Scores for all attributes that comprise the ED Staff/Coordination driver were rated 85 or higher, indicating that ED Staff are providing a positive grantee experience when interacting directly with grantees. Documents was the lowest rated driver in 2020, however the overall score of 84 is strong and should not be seen as a glaring weakness. High scores of 86 were provided for the organization of information and Relevance to your areas of need. In an effort to improve upon the lowest scoring attribute associated with the Documents driver, comprehensiveness in addressing the scope of issues that you face (82), investigate the issues specific to the SCTG – SEA program to ensure that the documentation provided addresses said issues. In the custom questions section of the survey SCTG – SEA grantees were asked to evaluate the Helpfulness of technical assistance provided from the OSSS office. This survey component was rated an 83, leaving some room for improvement. One of the respondents left a useful suggestion in the open-end feedback regarding more individualized technical assistance; "We were very disappointed in the lack of regular communication by our assigned TA Center (not the US DE office). It would have been great to have more individualized TA and not have to pay additionally for it." A full read-out of the verbatim feedback collected can be found in Appendix C.

Contact Information

FEDERAL CONSULTING GROUP

Jessica Reed
Director

Theresa Spriggs
Contracting Officer's Representative

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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

CFI Group

Appendix A:
Questionnaire

1	OELA	Native American and Alaska Native Children in School Program
2	OELA	National Professional Development Program
3	OCTAE	Adult Education and Family Literacy to the State Directors of Adult Education
4	OCTAE	Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed
5	OCTAE	Native Hawaiian Career and Technical Education
6	OCTAE	Native American Career and Technical Education
7	OSERS	IDEA – State Directors of Special Education (Part B)
8	OSERS	IDEA – Part C Infants and Toddlers with Disabilities Program
9	OSERS	RSA Vocational Rehabilitation Program
10	OSERS	Rehabilitation Long-Term Training Program
11	OSERS	IDEA National Centers (added 12/13/19)
12	OPE	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP -State)
13	OPE	GEAR UP-Partnerships
14	OPE	Childcare Access Means Parents in School (CCAMPIS)
15	OPE	Strengthening Institutions Program (SIP)
16	OPE	Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A
17	OPE	Minority Science and Engineering Improvement Program (MSEIP)
18	OPE	Developing Hispanic Serving Institutions (DHSI)
19	OPE	Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA)
20	OPE	Tribally Controlled Colleges and Universities (TCCU)-Part A
21	OPE	Native American Serving Non-Tribal Institutions (NASNTI)
22	OPE	Asian American and Native American Pacific Islander Institutions (AANAPISI)
23	OPE	Strengthening Historically Black Colleges and Universities (HBCU)
24	OPE	Predominantly Black Institutions (PBI)
25	OPE	Student Support Services (SSS)
26	OPE	Upward Bound (UB)
27	OPE	Graduate Assistance in in Areas of National Need (GAANN)
28	OPE	Foreign Language and Area Studies Fellowships
29	OPE	Doctoral Dissertation Research Abroad Fellowships
30	OPE	American Overseas Research Centers
31	OPE	Language Resource Centers
32	OPE	Group Projects Abroad
33	OESE	Improving Basic Programs Operated by Local Educational Agencies
34	OESE	Supporting Effective Instruction State Grants (Title II, Part A)
35	OESE	Payments for Federally Connected Children (Section 7003)
36	OESE	21st Century Community Learning Centers
37	OESE	Student Support and Academic Enrichment/Title IVA (National Activities)
38	OESE	Immediate Aid to Restart School Operations (Restart) Program
39	OESE	English Language Acquisition State Grants (Title III, Part A)
40	OESE	Migrant Education Program (MEP) -- Title I, Part C

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41	OESE	Grants for State Assessments
42	OESE	Teacher and school leader incentive grants (ESEA II-B-1)
43	OESE	Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities
44	OESE	Comprehensive Literacy State Development (formerly Striving Readers)
45	OESE	Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools
46	OESE	Education Innovation and Research Program--Expansion Grants/Mid Phase Grants/Early Phase Grants
47	OESE	Magnet Schools Assistance Program
48	OESE	Indian Education Formula Grants to Local Education Agencies & National Activities
49	OESE	Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
50	OESE	Rural Education Achievement Program (REAP)/Rural and Low-Income School Program
51	OESE	Rural Education Achievement Program (REAP)/Small Rural School Grant Program (SRSA)
52	OESE	Promise neighborhoods (ESEA IV-F-2, section 4624)
53	OESE	Supporting Effective Educator Development Program
54	OESE	Payments for Federal Property (Section 7002)
55	OESE	Demonstration Grants for Indian Children/Special Projects for Indian Children
56	OESE	Neglected and Delinquent State and Local
57	OESE	Teacher Quality Partnership Program
58	OESE	School Climate Transformation Grants (LEAs)
59	OESE	Native Hawaiian Education Act Program/Education of Native Hawaiian
60	OESE	Alaska Native Education Program
61	OESE	Innovative Approaches to Literacy
62	OESE	High School Equivalency Program (HEP) - Migrant Education
63	OESE	College Assistance Migrant Program (CAMP) - Migrant Education
64	OESE	Full-service community schools (ESEA IV-F-2, section 4625)
65	OESE	Statewide Family Engagement Centers (SFEC)
66	OESE	Assistance for Arts Education Development and Dissemination
67	OESE	Jacob K. Javits Gifted and Talented Students Education Program/Javits Gifted and Talented Students Education Act
68	OESE	Project Prevent
69	OESE	Mental Health Demonstration Grants
70	OESE	School Climate Transformation Grants (SEAs)

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U.S. Department of Education
2020 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 Tamara Alston at tamara.alston@ed.gov.

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

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

ED Staff

[INTRO FOR OELA/OCTAE/OSERS/OESE]
Please think about the interactions you have had with the federal staff that you work with the most closely from the **[PROGRAM OFFICE]** Consider times when you sought guidance, clarification, or additional assistance.

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

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

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

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

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

Q2. Knowledge of grant program/project Federal requirements and policy
Q3. Responsiveness to your questions
Q4. Professionalism
Q5. Sufficiency of guidance in responses
Q6. Communication about changes that may affect your program
Q7. [DO NOT ASK OSERS or OESE] Consistency of responses with ED staff from different offices
Q8. [DO NOT ASK FCC/FPROP PROGRAMS] 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)

Online Resources

Please think about your experience using the [GRANT PROGRAM]'s online resources on the ED.gov website.
Note that these ratings should pertain specifically to the ED.gov website. Additional questions regarding other external websites your program/project uses may be asked later in the survey.
On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the:

[INTRO FOR OESE] Please think about your experience using the [GRANT PROGRAM]'s online resources on the OESE.ED.gov website. When evaluating the OESE.ED.gov website, please only think of the site since the redesign several months ago.
Note that these ratings should pertain specifically to the OESE.ED.gov website. Additional questions regarding other external websites your program/project uses may be asked later in the survey.
On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the:

Q9.   Ability to find specific information
Q10. Quality of content (e.g., materials are up-to-date, helpful, etc.)
Q11. Ability to accomplish what you want on the site
Q12. Accuracy of search results
Q13. Ability to navigate within the site
Q14.   Look and feel/Visual appearance
Q15.   Please describe how the Department could improve its website.

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

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

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

Q16. Clarity
Q17. Organization of information
Q18. Sufficiency of detail to meet your program/project needs
Q19. Relevance to your areas of need
Q20. Comprehensiveness in addressing the scope of issues that you face

Information in Application Package [ONLY FOR OPE]

When you were preparing your application, how easy was it for you to locate and understand the information in the application package? Please rate the following on a scale from "1" to "10", where "1" is "very difficult" and "10" is "very easy".

Q21.   Program Purpose
Q22.   Program Priorities
Q23.   Selection Criteria
Q24.   Review Process
Q25.   Budget Information and Forms
Q26.   Deadline for Submission
Q27.   Dollar Limit on Awards
Q28.   Page Limitation Instructions
Q29.   Formatting Instructions
Q30.   Program Contact

Grant Performance Reporting Requirements

Q31. [DO NOT ASK FCC/FPROP PROGRAMS] Please think about the performance reporting requirements for your grant and rate the following where "1" is "Poor" and "10" is "Excellent": [INCLUDE A "Not Applicable" OPTION]

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

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

Q32. [DO NOT ASK FCC/FPROP PROGRAMS] How could we improve the grant reporting process?

Technical Assistance

[DO NOT ASK FCC/FPROP PROGRAMS Technical Assistance section]

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

Q33. Please rate the technical assistance services provided by [GRANT PROGRAM] staff in helping you successfully learn to implement your grant programs/projects? Please use a 10-point scale where "1" is "Not at all helpful" and "10" is "Very helpful." [DISPLAY EXAMPLES OF TECHNICAL ASSISTANCE ED STAFF MIGHT PROVIDE]

Now please rate the following attributes related to the technical assistance provided by [GRANT PROGRAM] staff where "1" is "Poor" and "10" is "Excellent" [DO NOT ASK OPE Qs 34-39]

Q34. Enhancing staff skills needed for successful program management
Q35. Using evidence-based practices in implementing program activities
Q36. Assistance with developing resource materials for use in the program
Q37. Creating opportunities for sharing best practices via peer-to-peer learning groups

Q38: In what ways could the technical assistance that Department staff provide be improved to better support your program needs?

[DO NOT ASK OPE q39.]

Q39a. Did you receive technical assistance from an ED-FUNDED TECHNICAL ASSISTANCE PROVIDER in the last 12 months?

Examples of ED-funded technical assistance providers:

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

a. Yes (Please Identify the primary ED-FUNDED TECHNICAL ASSISTANCE PROVIDER that provided technical services to you)

b. No [skip to Q40]

Q39b. Please rate the extent to which [ENTRY FROM Q39a] has helped you successfully learn to implement your grant programs/projects? Please use a 10-point scale where "1" is "Not at all helpful" and "10" is "Very helpful."

ACSI Benchmark Questions

We have just a few more questions, where you can now consider ALL of [GRANT PROGRAM]'s products and services.

Q40. Using a 10-point scale on which "1" means "Very dissatisfied" and "10" means "Very satisfied," how satisfied are you with **[**GRANT PROGRAM]'s products and services?

Q41. Now please rate the extent to which the products and services offered by [GRANT PROGRAM] have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls short of your expectations" and "10" means "Exceeds Your expectations."

Q42. Now forget for a moment about the products and services offered by the [GRANT PROGRAM] and imagine the ideal products and services. How well do you think the [GRANT PROGRAM] compares with that ideal? Please use a 10-point scale on which "1" means "Not very close to the ideal" and "10" means "Very close to the ideal." Now please indicate the degree to which you agree or disagree with the following statement.

Q43. How much do you trust [GRANT PROGRAM] to work with you to meet your organization's needs? Please use a scale from 1 to 10, where 1 means not very trusting and 10 means very trusting.

Q44. Overall, when I think of all of the [GRANT PROGRAM]'s products and services, I am satisfied with their quality.

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

Q45. 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

Q46. How long have you been in this role?

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

NOTE: EACH RESPONDENT WILL ONLY RECEIVE ONE SET OF CUSTOM QUESTIONS CONCERNING THEIR PROGRAM
Again, only think about your interactions with of **[GRANT PROGRAM]** when answering the following questions.

- -

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

ONLY IF Q1=1 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM ASK 1-11 BELOW

Q1.1.   How often do you receive technical assistance (webinars, professional development, trainings) from the OELA office?
   a.   At least weekly
   b.   Monthly
   c.   Quarterly
   d.   Yearly

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

Q1.3.   How often do you receive monitoring and/or technical assistance support from your program officer?
   a. At least weekly
   b. Monthly
   c. Quarterly
   c. Yearly

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

Q1.5.   How often do you visit the OELA ed.gov website
(http://www2.ed.gov/about/offices/list/oela/index.html)?
   a. Daily
   b. Weekly
   c. Monthly
   d. Every few months
   e. Never

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

Q1.7.   How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?
   a. Daily
   b. Weekly
   c. Monthly
   d. Every few months
   e. Never

Q1.8.   On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

Q1.9.   How often do you visit the OELA Facebook page?
   a. Daily
   b. Weekly
   c. Monthly
   d. Every few months
   e. Never

Q1.10.   On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

Department of Education Office of Grants Administration   Final Report
Grantee Satisfaction Survey
Q1.11.   What, if any, improvements have you seen in OELA over the last year? (open end)

Department of Education Office of Grants Administration
Grantee Satisfaction Survey
ONLY IF Q1=2 National Professional Development Program ASK 1-11 BELOW

Final Report

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

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

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

Q2.3.   How often do you receive monitoring and/or technical assistance support from your program officer?
a. At least weekly
b. Monthly
c. Quarterly
c. Yearly

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

Q2.5.   How often do you visit the OELA ed.gov website (http://www2.ed.gov/about/offices/list/oela/index.html)?
a. Daily
b. Weekly
c. Monthly
d. Every few months
e. Never

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

Q2.7.   How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?
a. Daily
b. Weekly
c. Monthly
d. Every few months
e. Never

Q2.8.   On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

Q2.9.   How often do you visit the OELA Facebook page?
a. Daily
b. Weekly
c. Monthly
d. Every few months
e. Never

Q2.10.   On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

Q2.11.   What, if any, improvements have you seen in OELA over the last year?

Department of Education Office of Grants Administration   Final Report
Grantee Satisfaction Survey
ONLY IF Q1=3 Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA) ASK 1-11 BELOW

Q3.1.   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.

Q3.2.   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:

Q3.3.   Being well-organized
Q3.4.   Providing pre-planning adequate guidance
Q3.5.   Setting expectations for the visit

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:

Q3.6.   Being up-to-date
Q3.7.   Relevance of information
Q3.8.   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:

Q3.9   Usefulness of the products in helping your state meet AEFLA program priorities.

Q3.10.How well does the technical assistance provided through the national activities address your program priorities and needs? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."

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

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

[IF Carl D. Perkins Career and Technical Education State Directors]
Q4.1.   CAR's user friendliness
Q4.2.   PCRN's usefulness to your program

[IF Carl D. Perkins Discretionary Grant Recipients]
Q4.3.   Effectiveness of DATE in helping you implement grant programs
Q4.4.   Technical assistance received on project implementation and budget questions
Q4.5.   Usefulness and relevance of project director meeting in providing technical assistance

ONLY IF Q1=5 Native Hawaiian Career and Technical Education ASK 1-5 BELOW

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

Department of Education Office of Grants Administration
Grantee Satisfaction Survey
ONLY IF Q1=6 Native American Career and Technical Education ASK 1-5 BELOW

Final Report

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

Q7.1. How often do you receive technical assistance and support from your State lead?
  a. At least weekly
  b. Monthly
  c. Quarterly
  d. Yearly
  e. My State Lead does not contact me

Q7.2. In the past 12 months, how often were you a part of (actively or passively) an education or special education policy discussion with OSEP staff?
  a. At least weekly
  b. Monthly
  c. Quarterly
  d. Yearly
  e. None

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

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

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

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

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

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

Q7.7.   How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")

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

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

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

Assistance from OSEP Staff

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

Q8.1. How often do you receive technical assistance and support from your State lead?
   a. At least weekly
   b. Monthly
   c. Quarterly
   d. Yearly
   e. My State Lead does not contact me

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

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

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

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

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

Q8.6.   How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")

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

Q8.7.   If OSEP were to fully automate the IDEA formula grant submission and approval process, how helpful would that be to the State? Please use the scale below where 0 is Not Helpful and 5 is Very Helpful.

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

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

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

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

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

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

Q9.5. In interacting with the State Monitoring and Program Improvement Division team assigned to your agency, please rate the service /support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent. If you did not receive information or feedback in an area please select "N/A".

     a.   Data Collection and Reporting
     b.   Fiscal/Grant Management
     c.   Programmatic
     d.   Technical Assistance

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

Q9.6. Utility of the website (RSA.ED.GOV) for entering required data, retrieving and revising reports.

Q9.7. Ease of navigating website (RSA.ED.GOV).

Q9.8. Usefulness of information available on the website (RSA.ED.GOV).

Q9.9. Website (RSA.ED.GOV) technical support.

Q10.1   What training would you like RSA to provide to assist you better in managing your RLTT grant?
  a.   Statutory and regulatory program requirements
  b.   Payback requirements
  c.   Uniform Guidance
  d.   Calculating the required 10 percent match
  e.   Calculating the required 65 percent scholar support
  f.   Other – Please identify in box below.

Q10.2   How can RLTT Project Officers assist you better with fiscal management, program reporting or other technical areas?

Q10.3   On a scale of 1-10, where "1" means "very dissatisfied" and "10" means "very satisfied," how would you rate the usefulness of messages that are disseminated via the RSA listserv?

Q10.4   On a scale of 1-10, where "1" means "very dissatisfied" and "10" means "very satisfied," how would you rate the timeliness of messages that are disseminated via the RSA listserv?

Q10.5   On a scale of 1-10, where "1" means "very dissatisfied" and "10" means "very satisfied," how effective would you rate the Rehabilitation Long-Term Training program in training vocational rehabilitation counselors for employment in State Vocational Rehabilitation agencies? Please provide an explanation to support your rating.

Q10.6   How has the implementation of the Workforce Innovation and Opportunity Act affected your grant project?

Q10.7   How has the conversion to CACREP standards affected your grant project?

Q10.8   How have the 2016 changes to the Rehabilitation Long-Term Training program affected your grant project?

Q10.9   Describe how your Rehabilitation Long-Term Training grant project is improving employment outcomes for individuals with disabilities.

Q11.1. How often do you receive technical assistance and support from your State lead?
    a.   At least weekly
    b.   Monthly
    c.   Quarterly
    d.   Yearly
    e.   My State Lead does not contact me

Assistance from OSEP Staff
Think about the technical assistance and support provided by State Lead 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:

Q11.2. Clarity of information received in developing your state's applications, annual performance reports and other required submissions.

Q11.3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

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

Q11.4. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Q11.5. Which types of assistance were least helpful?

Q11.6.   How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")

    k.   An OSEP-funded TA provider
    l.   An Education Department-funded TA provider (funded by an office other than OSEP)
    m.   Professional associations (including conferences, listservs, and publications)
    n.   Conferences where research is presented
    o.   Books
    p.   Journal Articles
    q.   Personal interaction with peers
    r.   IDEAs that work website
    s.   The Department's IDEA website
    t.   osep.grads360.org

Q11.7.   If OSEP were to fully automate the IDEA formula grant submission and approval process, how helpful would that be to the State? Please use the scale below where 0 is Not Helpful and 5 is Very Helpful.

Technical Assistance

Q12.1.   Think about your experience receiving technical assistance from GEAR UP and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q12.2.   How can GEAR UP improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q12.3.   Please rate the following aspects of the process by which you receive grant funding for the GEAR UP from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q12.4.   Please rate the quality of the communication with your GEAR UP specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q12.5.   What can GEAR UP do to improve communication with you?

Q12.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q12.7.How would you advise on improving the overall process and protocols associated with this grant
      competition?

Technical Assistance

Q13.1.   Think about your experience receiving technical assistance from GEAR UP and rate the following:
    a.   Responsiveness to your questions
    b.   Knowledge of relevant legislation, regulations, policies and procedures
    c.   Ability to resolve issues
    d.   Use of clear and concise written and verbal communication
    e.   Timely resolution of general programmatic and/or financial issues

Q13.2.   How can GEAR UP improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q13.3.   Please rate the following aspects of the process by which you receive grant funding for the GEAR UP from the Office of Postsecondary Education:
    a.   Timeliness of the grant award notification
    b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
    c.   Transparency of how funds are distributed among grantees
    d.   Other (specify):

Communication with Program Specialist

Q13.4.   Please rate the quality of the communication with your GEAR UP specialist.
    a.   Sufficiency of information provided to keep you informed
    b.   Frequency of communication
    c.   Clarity of communication

Q13.5.   What can GEAR UP do to improve communication with you?

Q13.6. What is your preferred way to communicate regularly with your program specialist?
    a.   Individual Email
    b.   "Blast/distribution list" email
    c.   Telephone
    d.   Webinar
    e.   Other (specify_____)

Q13.7.How would you advise on improving the overall process and protocols associated with this grant
        competition?

Technical Assistance

Q14.1. Think about your experience receiving technical assistance from CCAMPIS and rate the following:
   a. Responsiveness to your questions
   b. Knowledge of relevant legislation, regulations, policies and procedures
   c. Ability to resolve issues
   d. Use of clear and concise written and verbal communication
   e. Timely resolution of general programmatic and/or financial issues

Q14.2. How can CCAMPIS improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q14.3. Please rate the following aspects of the process by which you receive grant funding for the CCAMPIS from the Office of Postsecondary Education:
   a. Timeliness of the grant award notification
   b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c. Transparency of how funds are distributed among grantees
   d. Other (specify):

Communication with Program Specialist

Q14.4. Please rate the quality of the communication with your CCAMPIS specialist.

   a. Sufficiency of information provided to keep you informed

   b. Frequency of communication

   c. Clarity of communication

Q14.5. What can CCAMPIS do to improve communication with you?

Q14.6. What is your preferred way to communicate regularly with your program specialist?
   a. Individual Email
   b. "Blast/distribution list" email
   c. Telephone
   d. Webinar
   e. Other (specify_____)

Q14.7. How would you advise on improving the overall process and protocols associated with this grant *competition*?

CFI Group

Technical Assistance

Q15.1.   Think about your experience receiving technical assistance from the Strengthening Institutions Program and rate the following:

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

Q15.2.   How can the Strengthening Institutions Program improve the usefulness of the technical assistance you receive?

Distribution of Funds

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

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

Communication with Program Specialist

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

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

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

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

     a.   Individual Email
     b.   "Blast/distribution list" email
     c.   Telephone
     d.   Webinar
     e.   Other (specify_____)

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

Technical Assistance

Q16.1.   Think about your experience receiving technical assistance from ANNH-Part A and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q16.2.   How can ANNH-Part A improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q16.3.   Please rate the following aspects of the process by which you receive grant funding for the ANNH-Part A from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q16.4.   Please rate the quality of the communication with your ANNH-Part A specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q16.5.   What can the ANNH-Part A do to improve communication with you?

Q16.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q16.7. How would you advise on improving the overall process and protocols associated with this grant
      competition?

Technical Assistance

Q17.1.   Think about your experience receiving technical assistance from MSEIP and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q17.2.   How can MSEIP improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q17.3.   Please rate the following aspects of the process by which you receive grant funding for the MSEIP from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q17.4.   Please rate the quality of the communication with your MSEIP specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q17.5.   What can the MSEIP do to improve communication with you?

Q17.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

Technical Assistance

Q18.1.   Think about your experience receiving technical assistance from Developing Hispanic Serving Institutions and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q18.2.   How can Developing Hispanic Serving Institutions improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q18.3.   Please rate the following aspects of the process by which you receive grant funding for the Developing Hispanic Serving Institutions from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q18.4.   Please rate the quality of the communication with your Developing Hispanic Serving Institutions specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q18.5.   What can the Developing Hispanic Serving Institutions do to improve communication with you?

Q18.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

Technical Assistance

Q19.1.   Think about your experience receiving technical assistance from PPOHA and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q19.2.   How can PPOHA improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q19.3.   Please rate the following aspects of the process by which you receive grant funding for the PPOHA from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

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

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

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

Q19.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

Technical Assistance

Q20.1.   Think about your experience receiving technical assistance from TCCU and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q20.2.   How can TCCU improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q20.3.   Please rate the following aspects of the process by which you receive grant funding for the TCCU from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q20.4.   Please rate the quality of the communication with your TCCU specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q20.5.   What can the TCCU do to improve communication with you?

Q20.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q20.7.How would you advise on improving the overall process and protocols associated with this grant
      competition?

Technical Assistance

Q21.1.   Think about your experience receiving technical assistance from NASNTI and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q21.2.   How can NASNTI improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q21.3.   Please rate the following aspects of the process by which you receive grant funding for the NASNTI from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q21.4.   Please rate the quality of the communication with your NASNTI specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q21.5.   What can the NASNTI do to improve communication with you?

Q21.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

Technical Assistance

Q22.1.   Think about your experience receiving technical assistance from AANAPISI and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q22.2.   How can AANAPISI improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q22.3.   Please rate the following aspects of the process by which you receive grant funding for the AANAPISI from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q22.4.   Please rate the quality of the communication with your AANAPISI specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

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

Q22.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

Technical Assistance

Q23.1.   Think about your experience receiving technical assistance from HBCU and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q23.2.   How can HBCU improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q23.3.   Please rate the following aspects of the process by which you receive grant funding for the HBCU from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q23.4.   Please rate the quality of the communication with your HBCU specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q23.5.   What can the HBCU do to improve communication with you?

Q23.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q23.7.How would you advise on improving the overall process and protocols associated with this grant *competition*?

Technical Assistance

Q24.1. Think about your experience receiving technical assistance from PREDOMINANTLY BLACK INSTITUTIONS and rate the following:
   a. Responsiveness to your questions
   b. Knowledge of relevant legislation, regulations, policies and procedures
   c. Ability to resolve issues
   d. Use of clear and concise written and verbal communication
   e. Timely resolution of general programmatic and/or financial issues

Q24.2. How can PREDOMINANTLY BLACK INSTITUTIONS improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q24.3. Please rate the following aspects of the process by which you receive grant funding for the PREDOMINANTLY BLACK INSTITUTIONS from the Office of Postsecondary Education:
   a. Timeliness of the grant award notification
   b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c. Transparency of how funds are distributed among grantees
   d. Other (specify):

Communication with Program Specialist

Q24.4. Please rate the quality of the communication with your PREDOMINANTLY BLACK INSTITUTIONS specialist.
   a. Sufficiency of information provided to keep you informed
   b. Frequency of communication
   c. Clarity of communication

Q24.5. What can the PREDOMINANTLY BLACK INSTITUTIONS do to improve communication with you?

Q24.6. What is your preferred way to communicate regularly with your program specialist?
   a. Individual Email
   b. "Blast/distribution list" email
   c. Telephone
   d. Webinar
   e. Other (specify_____)

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

Technical Assistance

Q25.1.   Think about your experience receiving technical assistance from Student Support Services and rate the following:
   a. Responsiveness to your questions
   b. Knowledge of relevant legislation, regulations, policies and procedures
   c. Ability to resolve issues
   d. Use of clear and concise written and verbal communication
   e. Timely resolution of general programmatic and/or financial issues

Q25.2.   How can Student Support Services improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q25.3.   Please rate the following aspects of the process by which you receive grant funding for the Student Support Services from the Office of Postsecondary Education:
   a. Timeliness of the grant award notification
   b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c. Transparency of how funds are distributed among grantees
   d. Other (specify):

Communication with Program Specialist

Q25.4.   Please rate the quality of the communication with your Student Support Services specialist.
   a. Sufficiency of information provided to keep you informed
   b. Frequency of communication
   c. Clarity of communication

Q25.5.   What can the Student Support Services do to improve communication with you?

Q25.6. What is your preferred way to communicate regularly with your program specialist?
   a. Individual Email
   b. "Blast/distribution list" email
   c. Telephone
   d. Webinar
   e. Other (specify_____)

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

Technical Assistance

Q26.1.   Think about your experience receiving technical assistance from Upward Bound and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q26.2.   How can Upward Bound improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q26.3.   Please rate the following aspects of the process by which you receive grant funding for Upward Bound from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q26.4.   Please rate the quality of the communication with your Upward Bound specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q26.5.   What can Upward Bound do to improve communication with you?

Q26.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

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

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Technical Assistance

Q27.1. Think about your experience receiving technical assistance from GAANN and rate the following:
  a. Responsiveness to your questions
  b. Knowledge of relevant legislation, regulations, policies and procedures
  c. Ability to resolve issues
  d. Use of clear and concise written and verbal communication
  e. Timely resolution of general programmatic and/or financial issues

Q27.2. How can GAANN improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q27.3. Please rate the following aspects of the process by which you receive grant funding for GAANN from the Office of Postsecondary Education:
  a. Timeliness of the grant award notification
  b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
  c. Transparency of how funds are distributed among grantees
  d. Other (specify):

Communication with Program Specialist

Q27.4. Please rate the quality of the communication with your GAANN specialist.
  a. Sufficiency of information provided to keep you informed
  b. Frequency of communication
  c. Clarity of communication

Q27.5. What can GAANN do to improve communication with you?

Q27.6. What is your preferred way to communicate regularly with your program specialist?
  a. Individual Email
  b. "Blast/distribution list" email
  c. Telephone
  d. Webinar
  e. Other (specify_____)

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

Technical Assistance

Q28.1.   Think about your experience receiving technical assistance from Foreign Language and Area Studies Fellowships and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q28.2.   How can Foreign Language and Area Studies Fellowships improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q28.3.   Please rate the following aspects of the process by which you receive grant funding for Foreign Language and Area Studies Fellowships from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q28.4.   Please rate the quality of the communication with your Foreign Language and Area Studies Fellowships specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q28.5.   What can Foreign Language and Area Studies Fellowships do to improve communication with you?

Q28.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q28.7.Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:
   a.   The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
   b.   The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
   c.   The IFLE program(s) under my purview supports research and training in international studies

Q28.8.   On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:
   a.   Teaching of any modern foreign language

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

      c.   Research and training in international studies

      d.   Language aspects of professional and other fields of study

      e.   Instruction and research on issues in world affairs

Technical Assistance

Q29.1.   Think about your experience receiving technical assistance from Doctoral Dissertation Research Abroad Fellowships and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q29.2.   How can Doctoral Dissertation Research Abroad Fellowships improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q29.3.   Please rate the following aspects of the process by which you receive grant funding for Doctoral Dissertation Research Abroad Fellowships from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q29.4.   Please rate the quality of the communication with your Doctoral Dissertation Research Abroad Fellowships specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q29.5.   What can Doctoral Dissertation Research Abroad Fellowships do to improve communication with you?

Q29.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q29.7.Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:
   a.   The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
   b.   The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
   c.   The IFLE program(s) under my purview supports research and training in international studies

Q29.8.   On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:
   a.   Teaching of any modern foreign language

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

Technical Assistance

Q30.1.   Think about your experience receiving technical assistance from American Overseas Research Centers and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q30.2.   How can American Overseas Research Centers improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q30.3.   Please rate the following aspects of the process by which you receive grant funding for American Overseas Research Centers from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q30.4.   Please rate the quality of the communication with your American Overseas Research Centers specialist.

   a.   Sufficiency of information provided to keep you informed

   b.   Frequency of communication

   c.   Clarity of communication

Q30.5.   What can American Overseas Research Centers do to improve communication with you?

Q30.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q30.7.Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:
   a.   The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
   b.   The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
   c.   The IFLE program(s) under my purview supports research and training in international studies

Q30.8.   On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:
   a.   Teaching of any modern foreign language

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

     c.   Research and training in international studies

     d.   Language aspects of professional and other fields of study

     e.   Instruction and research on issues in world affairs

Technical Assistance

Q31.1.   Think about your experience receiving technical assistance from Language Research Centers and rate the following:
   a.   Responsiveness to your questions
   b.   Knowledge of relevant legislation, regulations, policies and procedures
   c.   Ability to resolve issues
   d.   Use of clear and concise written and verbal communication
   e.   Timely resolution of general programmatic and/or financial issues

Q31.2.   How can Language Research Centers improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q31.3.   Please rate the following aspects of the process by which you receive grant funding for Language Research Centers from the Office of Postsecondary Education:
   a.   Timeliness of the grant award notification
   b.   Degree to which funds are available with adequate time to plan for implementation by the start of the school year
   c.   Transparency of how funds are distributed among grantees
   d.   Other (specify):

Communication with Program Specialist

Q31.4.   Please rate the quality of the communication with your Language Research Centers specialist.
   a.   Sufficiency of information provided to keep you informed
   b.   Frequency of communication
   c.   Clarity of communication

Q31.5.   What can Language Research Centers do to improve communication with you?

Q31.6. What is your preferred way to communicate regularly with your program specialist?
   a.   Individual Email
   b.   "Blast/distribution list" email
   c.   Telephone
   d.   Webinar
   e.   Other (specify_____)

Q31.7.Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:
   a.   The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
   b.   The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
   c.   The IFLE program(s) under my purview supports research and training in international studies

Q31.8.   On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:
   a.   Teaching of any modern foreign language
   b.   Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used

      c.   Research and training in international studies

      d.   Language aspects of professional and other fields of study

      e.   Instruction and research on issues in world affairs

Technical Assistance

Q32.1.   Think about your experience receiving technical assistance from Group Projects Abroad and rate the following:

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

Q32.2.   How can Group Projects Abroad improve the usefulness of the technical assistance you receive?

Distribution of Funds

Q32.3.   Please rate the following aspects of the process by which you receive grant funding for Group Projects Abroad from the Office of Postsecondary Education:

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

Communication with Program Specialist

Q32.4.   Please rate the quality of the communication with your Group Projects Abroad specialist.

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

Q32.5.   What can Group Projects Abroad do to improve communication with you?

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

    a.   Individual Email
    b.   "Blast/distribution list" email
    c.   Telephone
    d.   Webinar
    e.   Other (specify_____)

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

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

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

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

     c.   Research and training in international studies

     d.   Language aspects of professional and other fields of study

     e.   Instruction and research on issues in world affairs

ONLY IF Q1=33 TITLE I PART A – Improving Basic Programs Operated by Local Education Agencies (LEAs) ASK 1-4 BELOW

Customer Service and Implementation Support

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of Improving Basic Programs Operated by Local Education Agencies.

Q33.1   Provides assistance that enhances my capacity to implement your Title I grant

Q33.2   Provides support that is responsive to my State's needs to implement your Title I grant

Q33.3   Helps my State address grant implementation challenges

Q33.4 Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of Supporting Effective Instruction State Grants.

Q34.1. Provides assistance that enhances my capacity to implement Supporting Effective Instruction State Grants

Q34.2. Provides support that is responsive to my State's needs to implement Supporting Effective Instruction State Grants

Q34.3. Helps my State address grant implementation challenges

Q34.4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

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

Q35.1 Did you contact the Impact Aid Program for technical assistance?
　　　a.　Yes
　　　b.　No

[IF Q35.1=a, ASK Q35.2-4] On a scale of "1" to "10", where "1" is "Poor" and "10" is "Excellent"; rate the Impact Aid Program staff's:

Q35.2　Responsiveness to answering questions
Q35.3　Supportiveness in helping you complete your application
Q35.4　Knowledge about technical material

Q35.5　Did you use the written instruction and guidance documents provided for the application?
　　　a.　Yes
　　　b.　No

Q35.6 [IF Q35.5=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.

Q35.7. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7003 program and the review process?
　　　a. Yes
　　　b. No

Q35.8. [IF Q35.7=a] Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
　　　　　　　　a. Yes
　　　　　　　　b. No

Q35.8a. [IF Q35.8=a] Please explain.

Q35.9　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

Q35.10　[IF Q35.9=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

Q35.11　[IF Q35.10=b] Please explain. (Open end)

Q35.12　Did you receive timely communications regarding the outcome of the review?
　　　a.　Yes
　　　b.　No

Q35.13　[IF Q35.12=b] Please explain.

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

Q35.14.   Ease of reaching the person who could address your concern

Q35.15.   Ability to resolve your issue

Q35.16.   Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

Q35.17.   What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

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].

Q36.1   Provides assistance that enhances my capacity to implement your 21st CCLC grant
Q36.2   Provides support that is responsive to my State's needs to implement your 21st CCLC grant
Q36.3   Helps my State address grant implementation challenges
Q36.4 Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague
          letters, flexible uses of funds)

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

Q36.5   How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff in preparing for monitoring activities (monitoring calls, virtual reviews, onsite monitoring reviews? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful".

Q36.6   How likely are you to recommend the 21st CCLC program's You for Youth (Y4Y) website at https://y4y.ed.gov/ to your State's grantees as a technical assistance resource? Please use a 10-point scale with "1" being not at all likely and "10" being extremely likely.

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ONLY IF Q1=37 Student Support and Academic Enrichment ASK 1-6 BELOW

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Q37.1.　How often do you visit the National Center on Safe Supportive Learning Environments (NCSSLE) Web site operated and maintained by AIR (https://safesupportivelearning.ed.gov/ESSA-TitleIVPartA-SSAE)?
  a. Daily
  b. Weekly
  c. Monthly
  d. Every few months
  e. Never

Q37.2.　On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCSSLE website?

Q37.3.　How can we improve our NCSSLE website, including links, to help you identify program resources and meet your technical assistance needs?

Q37.4.　How often do you visit the Student Support and Academic Enrichment Title IV, Part A State Coordinator Portal (Title IV Part A Portal) operated by Synergy Enterprises Inc and maintained by AIR (https://titleivpartastatecoordinatorportal.ed.gov/user/login)?
  a. Daily
  b. Weekly
  c. Monthly
  d. Every few months
  e. Never

Q37.5.　On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the Title IV Part A Portal?

Q37.6.　How can we improve our Title IV Part A Portal to help you identify program resources and meet your technical assistance needs?

Think about your experience with Restart program when answering the following questions.

Q38.1   In which of the following areas would you like technical assistance?
    a.   General guidance and regulations
    b.   Use of funds
    c.   Subrecipient technical assistance or monitoring and oversight
    d.   Other (fill in)

Q38.2   Please describe your best technical assistance experience.

Q38.3   From which of the following ways do you prefer to get information?
    a.   In-person during convenings or meetings
    b.   Written communication sent through a listserv
    c.   Webinars or virtual presentations
    d.   Other (fill in)

**ONLY IF Q1=39 English Language Acquisition State Grants/Title III State Formula Grant Program
ASK 1-6 BELOW**

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 English Language Acquisition State Grants.

Q39.1. Provides assistance that enhances my capacity to implement your Title III grant

Q39.2. Provides support that is responsive to my State's needs to implement your Title III grant

Q39.3. Helps my State address grant implementation challenges

Q39.4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

Think about services offered in the previous year (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.

Q39.5. What services provided by the Department have been most helpful or effective? (Please cite specific examples)

Q39.6. How can the Department's services be improved over the next year to better meet the needs of your State as you implement your Title III grant? (Please cite specific recommendations)

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ONLY IF Q1=40 Migrant Education Program (MEP) -- Title I, Part C ASK 1-2 BELOW

Final Report

Q40.1   How can the program office's services be improved over the next year to better meet the needs of new State Directors in implementing the MEP? (Please cite specific recommendations) (open ended)

Q40.2. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP. (Check boxes with the maximum of three to be selected for the topics below) **[PN: Multi-select with max of 3 choices.]**
    a. Child Eligibility
    b. Comprehensive Needs Assessment
    c. Continuation of Services
    d. Data Management and Reporting
    e. Fiscal Requirements
    f. Identification and Recruitment (ID&R) Methods and Strategies
    g. Interstate Coordination
    h. Parental/Family Engagement
    i. Priority for Services
    j. Program Evaluation
    k. Identification and Recruitment (ID&R) Quality Control
    l. Records Exchange, including the use of the Migrant Student Information Exchange (MSIX)
    l. Re-interviewing
    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]

Customer Service and Implementation Support
Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of Grants for State Assessments.

Q41.1   Provides assistance that enhances my capacity to implement your Grant for State Assessment

Q41.2   Provides support that is responsive to my State's needs to implement your Grant for State Assessment

Q41.3   Helps my State address grant implementation challenges

Q41.4   Provides information about key changes to requirements (e.g., new provisions under ESSA, dear colleague letters, flexible uses of funds)

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:

Q42.1.   Assistance in improving your program planning and implementation

Q42.2   Providing relevant information and ideas

Q42.3   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:

Q42.4   Relevant knowledge of your program activities

Q42.5   Quality and helpfulness of communication

ONLY IF Q1=43 Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State ASK 1-5 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

Q43.1. How satisfied are you with CSP's dissemination of resources through web-based platforms (i.e., the NCSRC website), Charter Talks, and annual meetings?

Q43.2. How satisfied are you with the accessibility, timeliness, and responsiveness of CSP's overall communication and information sharing?

Monitoring/Technical Assistance

Q43.3. How satisfied are you with the technical assistance you receive by the program staff on questions related to your project implementation and budget?

Q43.4. How satisfied are you with regular opportunities to provide CSP with an understanding of your project's progress, challenges, and accomplishments (e.g., monitoring activities, annual performance reports, quarterly updates)?

Q43.5. How satisfied are you with the guidance CSP provides on Federal grant procedures (e.g., Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)?

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:

Q44.1. Responsiveness to questions.

Q44.2. Timely resolution of general programmatic and financial issues.

Q44.3. Use of clear and concise written and verbal communication.

Q44.4. The quality of information or feedback received from SRCL program officer.

Q44.5. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Q44.6. Your overall level of satisfaction with the service provided by the program officer.

Q44.7. Your satisfaction with the face-to-face SRCL Program Director's National Convening.

Q44.8. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff (TA Liaisons) in preparing to implement your SRCL grant activities (developing individualized technical assistance plan, responding to issues that arise, etc)?

Q44.9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively?

**ONLY IF Q1=45 Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools
ASK 1-5 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
Q45.1. How satisfied are you with CSP's dissemination of resources through web-based platforms (i.e., the NCSRC website) and annual meetings?

Q45.2. How satisfied are you with the accessibility, timeliness, and responsiveness of CSP's overall communication and information sharing?

Monitoring/Technical Assistance
Q45.3. How satisfied are you with the technical assistance you receive by the program staff on questions related to your project implementation and budget?

Q45.4. How satisfied are you with regular opportunities to provide CSP with an understanding of your project's progress, challenges, and accomplishments (e.g., monitoring activities, annual performance reports, quarterly updates)?

Q45.5. How satisfied are you with the guidance CSP provides on Federal grant procedures (e.g., Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)?

Think about the technical support and assistance you have received from the i3/EIR Evaluation Technical Assistance/Abt Associates. 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:

Q46.1   Assistance in improving your evaluation planning and implementation

Q46.2   Providing relevant information and ideas

Q46.3   Connecting you with other experts or practitioners working on similar evaluations

Consider the i3/EIR 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:

Q46.4   Implementing a meaningful, rigorous evaluation

Q46.5   Gaining helpful technical assistance to conduct a meaningful, rigorous evaluation

Meetings/Communications

Q46.6   The dissemination of resources and opportunities the i3/EIR provides

Q46.7 The overall communication and information is accessible and is provided by the program is timely and responsive manner.

Q47.1. Did you ask your ED Program Contact, "PROGRAM OFFICER", for assistance in areas not related to fiscal or grant administration issues?

Q47.2. [If Q47.1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Program Officer quality of assistance.

Q47.3. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent", please rate the Program Officer responsiveness.

Q47.4. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the MSAP Center technical assistance support.

Q47.5. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the GRADS 360 system.

Q47.6. 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.

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:

Q48.1. Timeliness of OIE staff in providing information to meet your Title VI application and APR deadlines.

Q48.2. Quality of support and technical assistance provided by OIE staff on Title VI program implementation.

Q48.3. 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:

Q48.4. Ease of using the EASIE system when applying for a grant.

Q48.5. Quality of training via webinars provided by the EASIE system and grant application process.

Q48.6. Think about the Title VI formula grant requirements. Select two topics around which you have greatest need for technical assistance:

    a. Establishing parent committees

    b. Expanding 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

Q48.7. What professional development training or conferences do you or your staff attend locally, regionally or
          nationally to improve the performance of your programs (i.e. State Conferences, National Associations,
Federal   Program Conferences, etc.)?

Q48.8. Over the next year, what can OIE do to better meet your technical assistance and program improvement
          needs?

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ONLY IF Q1=49 Education for Homeless Children and Youth Program – McKinney-Vento ASK 1-5 BELOW

In regards to the technical assistance provided by U.S. Department of Education program staff for the Education for Homeless Children and Youth (EHCY) program and the National Center for Homeless Education (NCHE), please rate the following using a 10-point scale, where 1 is Poor and 10 is Excellent:

Q49.1.Responsiveness in answering questions.

Q49.2. Sufficiency of the guidance provided in responses to questions.

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the TA efforts provided by the U.S. Department of Education and NCHE staff in helping you with the following:

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

U.S. Department of Education

Q49.3. Guidance provided to meet program compliance requirements

Q49.4. Assistance provide to help States reach performance goals

Q49.5. Quality of support provided for collecting and submitting quality data

NCHE

Q49.3a. Guidance provided to meet program compliance requirements

Q49.4a. Assistance provide to help States reach performance goals

Q49.5a. Quality of support provided for collecting and submitting quality data

Q50.1   How can the REAP program office improve the MAX.gov process, through which States provide the necessary data to the Department to determine annual LEA eligibility for the REAP RLIS and SRSA formula grant programs? (open end)

Q50.2   How could we make the annual fall *What SEAs Need to Know* webinar more beneficial to your State educational agency? (Open end)

Q50.3   How do you hear about REAP program updates and events (e.g., webinars)? (Check all that apply)
   a.   Email announcements from REAP
   b.   Newsletter
   c.   U.S. Department of Education website
   d.   Community organizations
   e.   Social Media (Twitter, Facebook)
   f.   Other (please specify)_____

Q50.4 Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your RLIS grant. (Check boxes with the maximum of 3 to be selected from the topics below)
      [PN: Multi-select with max of 3 choices. Randomize]
   a.   Use of grant funds
   b.   Use of G5 (e.g., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
   c.   Use of Max.gov
   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)

Q50.5   Please use the space below to share any additional thoughts you have about the RLIS program. (Open end)

Q51.1   How could we make SRSA webinars more beneficial to you? (Open end)

Q51.2   How do you hear about REAP program updates and events (e.g., webinars)?
  a.   Email announcements from REAP
  b.   Newsletter
  c.   U.S. Department of Education website
  d.   State educational agencies
  e.   Community organizations
  f.   Social Media (Twitter, Facebook)
  g.   Other (please specify)_____

Q51.3 Please check up to 3 topics for technical assistance that you will need in the future in order to improve the
     performance of your SRSA grant. (Check boxes with the maximum of 3 to be selected for the topics below)
     [PN: Multi-select with max of 3 choices. Randomize]
      a. Use of funds
      b. Use of G5 (e.g., grantee information, grant award notice (GAN), available funds, drawdown of funds,
         etc.)
      c. Grant application process
      d. EDGAR
      e. REAP flexibility
      f. Reporting and use of data
      g. REAP eligibility data and estimating award amounts
      h. More communication of resources (e.g. webinars)
      i. Other: [Type in response]

Q51.4 Think about your experience with the revised FY 2020 SRSA application process as compared to the process
     in previous years. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent, please rate the following:
      h.   Clarity of instructions for accessing and completing the application
      i.   Ease of accessing the application using the unique link in the invitation email
      j.   Navigating the application on the MAX.gov survey tool
      k.   Preparing and completing the information requested on the application
      l.   Ease of submitting the application
      m.   Utilizing the confirmation email

Q51.5 Please provide any suggestions for how the REAP team can reduce the overall burden to your school district.

Q51.6   Please use the space below to share any additional thoughts you have about the SRSA program.

Q52.1   Did you ask your ED Program Contact, "PROGRAM OFFICER", for assistance in areas not related to fiscal or grant administration issues?
   a.   Yes
   b.   No

Q52.2   [If Q1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the ED Program Contacts quality of assistance.

Q52.3   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's Needs Assessment Quality.

Q52.4   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's other services.

Q52.5   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the SCORECARD system.

Q52.6   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the GRADS 360 system.

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:

Q53.1   Assistance in improving your program planning and implementation

Q53.2   Providing relevant information and ideas

Q53.3   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:

Q54.4   Implementing a meaningful, rigorous evaluation

Q54.5   Gaining helpful technical assistance to conduct a meaningful, rigorous evaluation

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

Q54.1   Did you contact the Impact Aid Program for technical assistance?
   1.   Yes
   2.   No

[IF Q54.1=a, ASK Q54.2-4] On a scale of "1" to "10", where "1" is "Poor" and "10" is "Excellent"; rate the Impact Aid Program staff's:

Q54.2   Responsiveness to answering questions
Q54.3   Supportiveness in helping you complete your application
Q54.4   Knowledge about technical material

Q54.5   Did you use the written instruction and guidance documents provided for the application?
   a.   Yes
   b.   No

Q54.6   [IF Q54.5=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.

Q54.7   Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7002 program?
   a. Yes
   b. No

Q54.8. [IF Q54.7=a] Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
                          a. Yes
                          b. No

Q54.9. [IF Q54.8=a] Please explain.

Q54.10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

Q54.11 Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

ONLY IF Q1=55 Demonstration Grants for Indian Children/Special Projects Demonstration Grants ASK 1-4 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"

Q55.1. Usefulness and relevance of webinar-based technical assistance
Q55.2. Usefulness and relevance of project director meeting technical assistance
Q55.3. Usefulness and relevance of technical assistance resources on the OIE web site.

Q55.4. 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

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ONLY IF Q1=56 Neglected and Delinquent State and Local Agency Programs (Title I, Part D) ASK 1-5 BELOW

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

Q56.1. Responsiveness in answering questions

Q56.2. Sufficiency of the guidance provided in responses to questions

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the TA efforts provided by the U.S. Department of Education and NDTAC staff in helping you with the following:

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

US Department of Education

Q56.3. Guidance provided to meet program compliance requirements

Q56.4. Assistance provided to help States reach performance goals

Q56.5. Quality of support provided for collecting and submitting quality data

NDTAC

Q56.3a. Guidance provided to meet program compliance requirements

Q56.4a. Assistance provided to help States reach performance goals

Q56.5a. Quality of support provided for collecting and submitting quality data

Q57.1. Which best describes how often you interact with **Teacher Quality Partnership** Division staff?
      a.   Daily
      b.   Weekly
      c.   Monthly
      d.   A few times a year
      e.   Once a year
      f.   Less than once a year

Q57.2. When you interact with **Teacher Quality Partnership** Division Staff what is the quality of the customer service provided to you?
      a. Excellent
      b. Very Good
      c. Average
      d. Fair
      e. Poor

Please rate the following using a 10-point scale, where "1" means poor and "10" means excellent.

Q57.3. Accessibility and responsiveness of TQP program staff

Q57.4. Clarity of information provided by TQP program staff

Q57.5. 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

Q57.6. How can we improve the content and navigation of our online resource, https://oese.ed.gov/offices/office-ofdiscretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/ in order to make your experience more useful?

Q57.7. What recommendations would you like to make to the TQP program staff to assist you in administering your grant more effectively?

Q58.1 How often do you receive technical assistance (email communications, written guidance, webinars, meetings/conferences, in-person trainings or site-specific support) from the OSSS office?
   a. At least weekly
   b. Monthly
   c. Quarterly
   d. Yearly

Q58.2 On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that technical assistance?

Q58.3 Which form of technical assistance do you find most helpful in the completion of your grant?
   a. Written guidance
   b. Email communication
   c. Annual meetings/conferences
   d. In-person training or site-specific support
   e. Other (please specify)

Q58.4 What specific type of technical assistance content would be most useful to you in the successful completion of your grant(s)? Please select **up to 3 options** from the list below:
   a. using data for effective student outcomes
   b. leveraging alignment, integration and sustainability
   c. effectiveness and efficiency of communications
   d. leveraging public/private partnerships for sustainability
   e. federal project management
   f. federal grant fiscal management
   g. federal grant contracting do's and don'ts
   h. federal grant regulations
   i. federal grant administration
   j. Other (please specify)

Q59.1   Please rate the knowledge of the U.S. Department of Education staff on NHE program grant administration issues and on program administration issues as they assist your grant project. Please use a 10-point scale with "1" being "poor" and "10" being "excellent."

Q59.2   Have NHE staff initiated technical assistance with you during the past 3-6 months?
   a.   Yes
   b.   No

Q59.3   [IF Q59.2=a] Where and how did the technical assistance or support take place (Select all that apply)
   a.   Project Directors' meeting sponsored by the Department
   b.   Conference call/email exchange with your Program Officer
   c.   Program Officer
   d.   Other Program (or the Department) staff site visit

Q59.4What technical assistant topics can the NHE program provide to support the implementation of your grant projects more effectively? (Open-ended)

Q60.1   How long have you served as the ANE Project Director?
   a.   Less than one year
   b.   More than one year
   c.   I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for less than one year.
   d.   I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for more than one year.

Q60.2   Please rate the knowledge of the U.S. Department of Education staff on ANE program grant administration issues and on program administration issues as they assist your grant project. Please use a 10-point scale with "1" being "poor" and "10" being "excellent."

Q60.3   When you were preparing your application, how easy was it for you to locate and understand the information in the application package? Please rate the following on a scale from "1" to "10", where "1" is "very difficult" and "10" is "very easy."
   a.   Program Purpose
   b.   Program Priorities
   c.   Selection Criteria
   d.   Review Process
   e.   Budget Information and Forms
   f.   Deadline for Submission
   g.   Dollar Limit on Awards
   h.   Page Limitation Instructions
   i.   Formatting Instructions
   j.   Program Contact

Q60.4   Has your program officer initiated technical assistance or conducted a Quarterly Monitoring Call with you or anyone on the ANE staff during the past 3-6 months?
   a.   Yes
   b.   No

Q60.5   [IF Q60.4=YES] Where and how did the technical assistance or support take place (Select all that apply)
   a.   Project Directors' meeting sponsored by the Department
   b.   Conference call/email exchange with your Program Officer
   c.   Program Officer
   d.   Other Program (or the Department) staff site visit
   e.   Monitoring contractor (Please specify)
   f.   National association meeting (Please specify)
   g.   Other (Please specify)

Q60.6   How helpful is the information on the ANE website? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful."

Q60.7   What technical assistant topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively? (Open-ended)

Q60.8   How easy is it to navigate the web-based annual performance report process? Please use a 10-point scale with "1" being "not very easy" and "10" being "very easy."

Q60.9   What suggestions do you have for improving the annual performance report process? (Open-ended)

Think about the technical support and assistance you have received from the U.S. Department of Education staff and the technical assistance provider 2M Research. On a 10-point scale, where "1" is "not very satisfied" and "10" is "very satisfied", please rate the following items.

Q61.1. Responsiveness to questions.

Q61.2. The quality of information or feedback received from the program officer.

Q61.3. Your overall level of satisfaction with the service provided by the program officer.

Q61.4. How helpful is the information and guidance provided to you by the US Department of Education staff on project implementation and evaluation?

Q61.5. How helpful is the information and guidance provided to you by the US Department of Education staff on performance reporting (annual performance reports and ad hoc performance reports)?

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

Q62.1.   Accessibility and responsiveness of program staff

Q62.2.   Timely resolution of questions by program staff

Q62.3.   Clarity of information provided by program staff

Q62.4.   Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)

Q62.5.   Usefulness of the updated technical assistance resources pages on the HEP ed.gov website.

Q62.6.   What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program?

Q62.7.   What could the HEP team do to improve the content of technical assistance?

Q62.8.   What could the HEP team do to improve the structure or format of technical assistance?

Q62.9. Please share any comments on how the HEP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs

Q62.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMPteam should consider as a model?

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

Q63.1.   Accessibility and responsiveness of program staff

Q63.2.   Timely resolution of questions by program staff

Q63.3.   Clarity of information provided by program staff

Q63.4.   Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)

Q63.5.   Usefulness of the updated technical assistance resources pages on the CAMP ed.gov website.

Q63.6.   What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program?

Q63.7.   What could the CAMP team do to improve the content of technical assistance?

Q63.8.   What could the CAMP team do to improve the structure or format of technical assistance?

Q63.9. Please share any comments on how the CAMP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs.

Q63.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMPteam should consider as a model?

Q64.1　　Did you ask your ED Program Contact (Program Officer) for assistance in areas not related to fiscal or grant administration issues?
　　　　a.　Yes
　　　　b.　No

Q64.2 [If Q64.1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the ED Program Contacts quality of assistance.

Department of Education Office of Grants Administration
Grantee Satisfaction Survey
ONLY IF Q1=65 Statewide Family Engagement Centers ASK 1-5 BELOW

Final Report

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

Q65.1   Ability to resolve issues

Q65.2   Use of clear and concise written and verbal communication

Q65.3 Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Q65.4   Your overall level of satisfaction with the service provided by the program officer.

Q65.5   Your satisfaction with the Program Director's Meeting.

Department of Education Office of Grants Administration   Final Report
Grantee Satisfaction Survey
ONLY IF Q1=66 Assistance for Arts Education Development and Dissemination ASK 1-5 BELOW

Think about the technical support and assistance you have received from the U.S. Department of Education staff and the technical assistance provider 2M Research. On a 10-point scale, where "1" is "not very satisfied" and "10" is "very satisfied", please rate the following items.

Q66.1. Responsiveness to questions.

Q66.2. The quality of information or feedback received from the program officer.

Q66.3. Your overall level of satisfaction with the service provided by the program officer.

Q66.4. Your satisfaction with the face-to-face AIE Annual Program Director's Convening.

Q66.5. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff (2M Research) on project implementation and evaluation?

Q66.6. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff (2M Research) on performance reporting (annual performance reports and ad hoc performance reports)?

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

Q67.1. Responsiveness to questions and timely resolution of general programmatic and financial issues.

Q67.2. The quality of information or feedback received from Javits program staff, including webinars.

Q67.3. Knowledge of and ability to assist with the submission of the Javits interim performance report.

Q67.4. Your overall level of satisfaction with the service provided by the representative.

Q67.5. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information.

Q67.6. What topics would you like discussed during Javits meetings, webinars, or phone calls to help you implement a high-quality program?

Q67.7. Please share any comments and/or ideas on how the Javits team can improve its support of your project-specific work.

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

Q68.1. Responsiveness to questions about Project Prevent Grant Program requirements and applicable Department of Education (EDGAR) and other federal regulations

Q68.2. Timeliness in returning phone calls and responding to emails

Q68.3. Effectiveness in providing technical assistance or guidance regarding the development, revision and reporting of budgets, the collection of GPRA data, and the submission of annual performance

Q68.4. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

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

Q68.5. Relevance and usefulness to your project and program activities

Q68.6. Frequency of communication

Q68.7. Use of technology to deliver services

CFI Group

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

Q69.1. Responsiveness to questions about the Mental Health Demonstration Grant Program requirements and applicable requirements for receiving and using federal awards found in the Uniform Guidance (2 CFR § 200) and other federal regulations

Q69.2. Timeliness in returning phone calls and responding to emails

Q69.3. Effectiveness in providing technical assistance or guidance regarding the development, revision and reporting of budgets, the collection of GPRA data, and the submission of annual performance reports

Q69.4. Frequency of communicating regarding grant information, deadlines, expectations, requirements, or other pertinent information

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

Q69.5. Relevance and usefulness to your project and program activities

Q69.6. Frequency of communication

Q69.7. Use of technology to deliver services

Department of Education Office of Grants Administration
Grantee Satisfaction Survey
ONLY IF Q1=70 School Climate Transformation Grants (LEA)

Final Report

[No custom questions]

Appendix B:
Attribute Tables and Non-Scored Responses

Dept of Ed OGA – Aggregate (2019 v 2020)
Score Table

	2019 Scores	2020 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,485	2,408			
ED Staff/Coordination	**82**	**87**	**5**	**↑**	**1.0**
Knowledge of relevant legislation, regulations, policies, and procedures	83	89	6	↑	--
Responsiveness to your questions	80	84	4	↑	--
Professionalism	--	93	--		--
Sufficiency of legal guidance in responses	82	85	3	↑	--
Communication about changes that may affect your program	--	85	--		--
Consistency of responses with ED staff from different program offices	80	86	6	↑	--
Collaboration with other ED programs or offices in providing relevant services	80	84	4	↑	--
Online Resources	**68**	**75**	**7**	**↑**	**0.5**
Ease of finding materials online	67	75	8	↑	--
Quality of content	--	77	--		--
Ability to accomplish what you want on the site	68	75	7	↑	--
Accuracy of search results	--	76	--		--
Ease of navigation	68	75	7	↑	--
Look and feel/Visual appearance	--	74	--		--
Documents	**77**	**81**	**4**	**↑**	**0.9**
Clarity	77	82	5	↑	--
Organization of information	78	83	5	↑	--
Sufficiency of detail to meet your program needs	76	81	5	↑	--
Relevance to your areas of need	79	82	3	↑	--
Comprehensiveness in addressing the scope of issues that you face	75	79	4	↑	--
Information in Application Package	**87**	**88**	**1**		**N/A**
Program Purpose	88	89	1		--
Program Priorities	88	88	0		--
Selection Criteria	85	87	2	↑	--
Review Process	82	84	2		--
Budget Information and Forms	82	84	2		--
Deadline for Submission	91	91	0		--
Dollar Limit on Awards	88	88	0		--
Page Limitation Instructions	87	88	1		--
Formatting Instructions	85	86	1		--
Program Contact	90	91	1		--
Grant Performance Reporting Requirements	**--**	**76**	**--**		**1.1**
Clarity of reporting requirements	--	78	--		--
Ease of obtaining data you are required to report	--	74	--		--
Ease of submitting report(s) electronically	--	81	--		--
Availability of assistance in completing your report(s)	--	78	--		--
Usefulness of the data to help you improve your grant program/project	--	76	--		--
Your understanding of how ED uses your data	--	68	--		--
Technical Assistance	**--**	**79**	**--**		**1.2**
TA services provided in helping successfully implement grant programs/projects	--	82	--		--
Enhancing staff skills needed for successful program management	--	79	--		--
Using evidence-based practices in implementing program activities	--	78	--		--
Assistance with developing resource materials for use in the program	--	75	--		--
Creating opportunities to share best practices via learning groups	--	78	--		--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	87	--		--

CFI Group

| | 2019 | 2020 | | | |
	Scores	Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	**1,485**	**2,408**			
ACSI	**74**	**78**	**4**	**↑**	**N/A**
How satisfied are you with ED's products and services	80	83	3	↑	--
How well ED`s products and services meet expectations	71	75	4	↑	--
How well ED compares with ideal products and services	70	74	4	↑	--
Trust	**81**	**85**	**4**	**↑**	**4.2**
Level of trust in office to meet your organization`s needs	81	85	4	↑	--
Native American and Alaska Native Children in School Program					
Technical assistance from OELA office	78	87	9		--
Technical assistance from program officer	78	90	12	↑	--
Usefulness of OELA website	76	76	0		--
Usefulness of NCELA website	77	76	-1		--
Usefulness of OELA Facebook	53	58	5		--
National Professional Development Program					
Technical assistance from OELA office	80	86	6		--
Technical assistance from program officer	82	82	0		--
Usefulness of OELA website	78	79	1		--
Usefulness of NCELA website	82	86	4		--
Usefulness of OELA Facebook	69	64	-5		--
Adult Education and Family Literacy Act (AEFLA) Program					
Ease of reporting using the NRS web-based system	76	83	7	↑	--
Usefulness of the training offered by OCTAE through its contract to support NRS	79	81	2		--
Being well-organized	84	88	4		--
Providing pre-planning adequate guidance	90	88	-2		--
Setting expectations for the visit	84	89	5		--
Being up-to-date	88	90	2		--
Relevance of information	87	87	0		--
Usefulness to your program	87	87	0		--
Usefulness of products helping your state meet AEFLA program priorities	83	83	0		--
How well TA addresses your program priorities and needs	--	82	--		--
Using state peer reviewers in federal monitoring process	--	--	--		--
Carl D. Perkins Career and Technical Education State Directors					
CAR`s user-friendliness	72	82	10	↑	--
PCRN's usefulness to your program	84	83	-1		--
Effectiveness of DATE in helping you implement grant programs	--	86	--		--
TA received on project implementation and budget questions	--	88	--		--
Usefulness and relevance of project director meetings in providing TA	--	87	--		--
Native Hawaiian Career and Technical Education Program					
PCRN's usefulness to your program	--	83	--		--
Effectiveness of DATE in helping you implement grant programs	--	78	--		--
TA received on project implementation and budget questions	--	83	--		--
Usefulness and relevance of project director meeting in providing TA	--	94	--		--
Native American Career and Technical Education Program					
PCRN's usefulness to your program	--	76	--		--
Effectiveness of DATE in helping you implement grant programs	--	68	--		--
TA received on project implementation and budget questions	--	76	--		--
Usefulness and relevance of project director meeting in providing TA	--	79	--		--

	2019	2020			
	Scores	**Scores**	**Difference**	**Significant Difference**	**Aggregate Impact**
Sample Size	**1,485**	**2,408**			
IDEA – State Directors of Special Education (Part B) Program					
Clarity of information received in developing applications and reports	75	74	-1		--
Timeliness of responses	79	79	0		--
OSEP-funded TA provider	85	89	4		--
Education Department-funded TA provider	62	68	6		--
Professional associations	81	80	-1		--
Conferences where research is presented	74	68	-6		--
Books	52	52	0		--
Journal articles	60	64	4		--
Personal interaction with peers	80	83	3		--
IDEAS that work website	61	68	7		--
The Department`s new IDEA website	60	65	5		--
osep.grads360.org	71	68	-3		--
IDEA – Part C Infants and Toddlers with Disabilities Program					
Clarity of information received in developing applications and reports	74	84	10	↑	--
Timeliness of responses	79	86	7		--
OSEP-funded TA provider	88	87	-1		--
Education Department-funded TA provider	46	51	5		--
Professional associations	81	80	-1		--
Conferences where research is presented	70	74	4		--
Books	55	49	-6		--
Journal articles	60	60	0		--
Personal interaction with peers	80	87	7		--
IDEAS that work website	60	58	-2		--
The Department`s new IDEA website	56	59	3		--
osep.grads360.org	70	62	-8		--
RSA Vocational Rehabilitation Program					
Responsiveness to questions and requests for technical assistance	61	71	10		--
Supportiveness in helping complete Unified or Combined State Plan	64	70	6		--
Dissemination of subregulatory guidance	61	74	13	↑	--
Provision of effective training and dissemination of relevant information	58	65	7		--
Data Collection and Reporting	56	74	18	↑	--
Fiscal/Grant Management	67	73	6		--
Programmatic	59	72	13	↑	--
Technical Assistance	59	71	12		--
Utility of website for entering required data, retrieving and revising reports	62	66	4		--
Ease of navigating website	57	64	7		--
Usefulness of information available on the website	57	68	11	↑	--
Website technical support	67	66	-1		--
Rehabilitation Long-Term Training Program					
Usefulness of messages that are disseminated via RSA listserv	--	75	--		--
Timeliness of messages that are disseminated via RSA listserv	--	75	--		--
Effectiveness in training vocational rehabilitation counselors for employment	--	94	--		--

CFI Group

	2019 Scores	2020 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	**1,485**	**2,408**			
IDEA National Centers Program					
Clarity of information received in developing applications and reports	--	100	--		--
Timeliness of responses	--	100	--		--
OSEP-funded TA provider	--	97	--		--
Education Department-funded TA provider	--	78	--		--
Professional associations	--	95	--		--
Conferences where research is presented	--	92	--		--
Books	--	73	--		--
Journal Articles	--	79	--		--
Personal interaction with peers	--	84	--		--
IDEAs that work website	--	62	--		--
The Department's IDEA website	--	70	--		--
osep.grads360.org	--	50	--		--
GEAR UP					
Responsiveness to your questions	--	79	--		--
Knowledge of relevant legislation, regulation, policies and procedures	79	81	2		--
Ability to resolve issues	--	80	--		--
Use of clear and concise written and verbal communication	--	81	--		--
Timely resolution of general programmatic and/or financial issues	--	79	--		--
Timeliness of the grant award notification	--	71	--		--
Availability of funds with adequate time for implementation	--	77	--		--
Transparency of how funds are distributed among grantees	--	75	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	72	--		--
Clarity of communication	--	77	--		--
GEAR UP - State					
Responsiveness to your questions	--	76	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	69	--		--
Ability to resolve issues	--	69	--		--
Use of clear and concise written and verbal communication	--	71	--		--
Timely resolution of general programmatic and/or financial issues	--	68	--		--
Timeliness of the grant award notification	--	58	--		--
Availability of funds with adequate time for implementation	--	64	--		--
Transparency of how funds are distributed among grantees	--	54	--		--
Sufficiency of information provided to keep you informed	--	66	--		--
Frequency of communication	--	63	--		--
Clarity of communication	--	68	--		--
GEAR UP - Partnerships					
Responsiveness to your questions	--	81	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	86	--		--
Ability to resolve issues	--	85	--		--
Use of clear and concise written and verbal communication	--	84	--		--
Timely resolution of general programmatic and/or financial issues	--	84	--		--
Timeliness of the grant award notification	--	76	--		--
Availability of funds with adequate time for implementation	--	82	--		--
Transparency of how funds are distributed among grantees	--	84	--		--
Sufficiency of information provided to keep you informed	--	82	--		--
Frequency of communication	--	75	--		--
Clarity of communication	--	81	--		--

| | 2019 | 2020 | | Significant | Aggregate |
	Scores	Scores	Difference	Difference	Impact
Sample Size	**1,485**	**2,408**			
Child Care Access Means Parents in School					
Responsiveness to inquiries	80	82	2		--
Knowledge of relevant legislation, regulations, policies and procedures	--	86	--		--
Ability to resolve issues	--	85	--		--
Use of clear and concise written and verbal communication	--	83	--		--
Timely resolution of general programmatic and/or financial issues	--	82	--		--
Timeliness of the grant award notification	--	81	--		--
Availability of funds with adequate time for implementation	--	78	--		--
Transparency of how funds are distributed among grantees	--	86	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	72	--		--
Clarity of communication	--	79	--		--
Strengthening Institutions Program					
Responsiveness to questions	82	77	-5		--
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	0		--
Ability to resolve issues	87	82	-5	↓	--
Use of clear and concise written and verbal communication	85	80	-5		--
Timely resolution of general programmatic and/or financial issues	83	78	-5		--
Timeliness of the grant award notification	--	78	--		--
Availability of funds with adequate time for implementation	--	80	--		--
Transparency of how funds are distributed among grantees	--	87	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	72	--		--
Clarity of communication	--	77	--		--
Post award guidelines	--	--	--		--
Performance reports	--	--	--		--
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program					
Responsiveness to your questions	--	69	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	84	--		--
Ability to resolve issues	--	80	--		--
Use of clear and concise written and verbal communication	--	83	--		--
Timely resolution of general programmatic and/or financial issues	--	72	--		--
Timeliness of the grant award notification	--	81	--		--
Availability of funds with adequate time for implementation	--	84	--		--
Transparency of how funds are distributed among grantees	--	81	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	71	--		--
Clarity of communication	--	82	--		--
Minority Science and Engineering Improvement Program					
Responsiveness to your questions	--	90	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	93	--		--
Ability to resolve issues	--	92	--		--
Use of clear and concise written and verbal communication	--	93	--		--
Timely resolution of general programmatic or financial issues	--	92	--		--
Timeliness of the grant award notification	--	86	--		--
Availability of funds with adequate time for implementation	--	84	--		--
Transparency of how funds are distributed among grantees	--	94	--		--
Sufficiency of information provided to keep you informed	--	92	--		--
Frequency of communication	--	90	--		--
Clarity of communication	--	89	--		--

	2019	2020			
	Scores	**Scores**	**Difference**	**Significant Difference**	**Aggregate Impact**
Sample Size	**1,485**	**2,408**			
Developing Hispanic Serving Institutions					
Responsiveness to questions	84	82	-2		--
Knowledge of relevant legislation, regulations, policies and procedures	85	90	5	↑	--
Ability to resolve issues	85	86	1		--
Use of clear and concise written and verbal communication	85	85	0		--
Timely resolution of general programmatic and/or financial issues	84	85	1		--
Timeliness of the grant award notification	--	79	--		--
Availability of funds with adequate time for implementation	--	83	--		--
Transparency of how funds are distributed among grantees	--	88	--		--
Sufficiency of information provided to keep you informed	--	83	--		--
Frequency of communication	--	78	--		--
Clarity of communication	--	83	--		--
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program					
Responsiveness to your questions	--	75	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	77	--		--
Ability to resolve issues	--	75	--		--
Use of clear and concise written and verbal communication	--	74	--		--
Timely resolution of general programmatic and/or financial issues	--	76	--		--
Timeliness of the grant award notification	--	90	--		--
Availability of funds with adequate time for implementation	--	90	--		--
Transparency of how funds are distributed among grantees	--	84	--		--
Sufficiency of information provided to keep you informed	--	84	--		--
Frequency of communication	--	76	--		--
Clarity of communication	--	79	--		--
Tribally Controlled Colleges and Universities (TCCU)-Part A program					
Responsiveness to your questions	--	85	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	87	--		--
Ability to resolve issues	--	85	--		--
Use of clear and concise written and verbal communication	--	81	--		--
Timely resolution of general programmatic and/or financial issues	--	89	--		--
Timeliness of the grant award notification	--	74	--		--
Availability of funds with adequate time for implementation	--	86	--		--
Transparency of how funds are distributed among grantees	--	90	--		--
Sufficiency of information provided to keep you informed	--	85	--		--
Frequency of communication	--	88	--		--
Clarity of communication	--	90	--		--
Native American Serving Non-Tribal Institutions Program					
Responsiveness to your questions	--	82	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	89	--		--
Ability to resolve issues	--	83	--		--
Use of clear and concise written and verbal communication	--	83	--		--
Timely resolution of general programmatic and/or financial issues	--	80	--		--
Timeliness of the grant award notification	--	72	--		--
Availability of funds with adequate time for implementation	--	71	--		--
Transparency of how funds are distributed among grantees	--	78	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	67	--		--
Clarity of communication	--	79	--		--

	2019	2020		Significant	Aggregate
	Scores	**Scores**	**Difference**	**Difference**	**Impact**
Sample Size	**1,485**	**2,408**			
Asian American and Native American Pacific Islander Institutions Program					
Responsiveness to your questions	--	94	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	94	--		--
Ability to resolve issues	--	91	--		--
Use of clear and concise written and verbal communication	--	90	--		--
Timely resolution of general programmatic and/or financial issues	--	93	--		--
Timeliness of the grant award notification	--	46	--		--
Availability of funds with adequate time for implementation	--	63	--		--
Transparency of how funds are distributed among grantees	--	73	--		--
Sufficiency of information provided to keep you informed	--	81	--		--
Frequency of communication	--	80	--		--
Clarity of communication	--	81	--		--
Strengthening Historically Black Colleges and Universities (HBCU) program					
Responsiveness to your questions	--	87	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	90	--		--
Ability to resolve issues	--	93	--		--
Use of clear and concise written and verbal communication	--	89	--		--
Timely resolution of general programmatic and/or financial issues	--	84	--		--
Timeliness of the grant award notification	--	80	--		--
Availability of funds with adequate time for implementation	--	82	--		--
Transparency of how funds are distributed among grantees	--	88	--		--
Sufficiency of information provided to keep you informed	--	87	--		--
Frequency of communication	--	86	--		--
Clarity of communication	--	88	--		--
Predominantly Black Institutions (PBI)					
Responsiveness to your questions	--	95	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	94	--		--
Ability to resolve issues	--	95	--		--
Use of clear and concise written and verbal communication	--	92	--		--
Timely resolution of general programmatic and/or financial issues	--	92	--		--
Timeliness of the grant award notification	--	92	--		--
Availability of funds with adequate time for implementation	--	90	--		--
Transparency of how funds are distributed among grantees	--	90	--		--
Sufficiency of information provided to keep you informed	--	87	--		--
Frequency of communication	--	84	--		--
Clarity of communication	--	92	--		--
Student Support Services					
Responsiveness to your questions	--	74	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	80	--		--
Ability to resolve issues	--	77	--		--
Use of clear and concise written and verbal communication	--	76	--		--
Timely resolution of general programmatic and/or financial issues	--	71	--		--
Timeliness of the grant award notification	--	45	--		--
Availability of funds with adequate time for implementation	--	57	--		--
Transparency of how funds are distributed among grantees	--	75	--		--
Sufficiency of information provided to keep you informed	--	68	--		--
Frequency of communication	--	64	--		--
Clarity of communication	--	70	--		--

	2019 Scores	2020 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,485	2,408			
Upward Bound					
Responsiveness to your questions	--	72	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	80	--		--
Ability to resolve issues	--	74	--		--
Use of clear and concise written and verbal communication	--	76	--		--
Timely resolution of general programmatic and/or financial issues	--	69	--		--
Timeliness of the grant award notification	--	65	--		--
Availability of funds with adequate time for implementation	--	69	--		--
Transparency of how funds are distributed among grantees	--	80	--		--
Sufficiency of information provided to keep you informed	--	73	--		--
Frequency of communication	--	69	--		--
Clarity of communication	--	76	--		--
Graduate Assistance in Areas of National Need Program					
Responsiveness to your questions	--	96	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	96	--		--
Ability to resolve issues	--	93	--		--
Use of clear and concise written and verbal communication	--	93	--		--
Timely resolution of general programmatic and/or financial issues	--	95	--		--
Timeliness of the grant award notification	--	87	--		--
Availability of funds with adequate time for implementation	--	73	--		--
Transparency of how funds are distributed among grantees	--	91	--		--
Sufficiency of information provided to keep you informed	--	91	--		--
Frequency of communication	--	91	--		--
Clarity of communication	--	93	--		--
Foreign Language and Area Studies Fellowships program					
Responsiveness to your questions	--	95	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	95	--		--
Ability to resolve issues	--	95	--		--
Use of clear and concise written and verbal communication	--	95	--		--
Timely resolution of general programmatic and/or financial issues	--	95	--		--
Timeliness of the grant award notification	--	72	--		--
Availability of funds with adequate time for implementation	--	73	--		--
Transparency of how funds are distributed among grantees	--	84	--		--
Sufficiency of information provided to keep you informed	--	92	--		--
Frequency of communication	--	89	--		--
Clarity of communication	--	92	--		--
Supports instruction in fields needed to provide full understanding	--	94	--		--
Supports work in language aspects of professional and other fields of study	--	94	--		--
Supports research and training in international studies	--	95	--		--
Teaching of any modern foreign language	--	95	--		--
Instruction in fields needed to provide full understanding	--	94	--		--
Research and training in international studies	--	93	--		--
Language aspects of professional and other fields of study	--	93	--		--
Instruction and research on issues in world affairs	--	93	--		--

	2019	2020		Significant	Aggregate
	Scores	**Scores**	**Difference**	**Difference**	**Impact**
Sample Size	**1,485**	**2,408**			
Doctoral Dissertation Research Abroad (DDRA)					
Responsiveness to your questions	--	72	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	91	--		--
Ability to resolve issues	--	83	--		--
Use of clear and concise written and verbal communication	--	76	--		--
Timely resolution of general programmatic and/or financial issues	--	73	--		--
Timeliness of the grant award notification	--	57	--		--
Availability of funds with adequate time for implementation	--	61	--		--
Transparency of how funds are distributed among grantees	--	73	--		--
Sufficiency of information provided to keep you informed	--	78	--		--
Frequency of communication	--	73	--		--
Clarity of communication	--	77	--		--
Supports instruction in fields needed to provide full understanding	--	98	--		--
Supports work in language aspects of professional and other fields of study	--	96	--		--
Supports research and training in international studies	--	99	--		--
Teaching of any modern foreign language	--	92	--		--
Instruction in fields needed to provide full understanding	--	99	--		--
Research and training in international studies	--	97	--		--
Language aspects of professional and other fields of study	--	91	--		--
Instruction and research on issues in world affairs	--	94	--		--
American Overseas Research Centers program					
Responsiveness to your questions	--	96	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	97	--		--
Ability to resolve issues	--	96	--		--
Use of clear and concise written and verbal communication	--	97	--		--
Timely resolution of general programmatic and/or financial issues	--	93	--		--
Timeliness of the grant award notification	--	83	--		--
Availability of funds with adequate time for implementation	--	86	--		--
Transparency of how funds are distributed among grantees	--	89	--		--
Sufficiency of information provided to keep you informed	--	96	--		--
Frequency of communication	--	92	--		--
Clarity of communication	--	96	--		--
Supports instruction in fields needed to provide full understanding	--	96	--		--
Supports work in language aspects of professional and other fields of study	--	96	--		--
Supports research and training in international studies	--	98	--		--
Teaching of any modern foreign language	--	95	--		--
Instruction in fields needed to provide full understanding	--	98	--		--
Research and training in international studies	--	98	--		--
Language aspects of professional and other fields of study	--	93	--		--
Instruction and research on issues in world affairs	--	98	--		--

| | 2019 | 2020 | | | |
	Scores	Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,485	2,408			
Language Resource Centers program					
Responsiveness to your questions	--	98	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	100	--		--
Ability to resolve issues	--	100	--		--
Use of clear and concise written and verbal communication	--	100	--		--
Timely resolution of general programmatic and/or financial issues	--	100	--		--
Timeliness of the grant award notification	--	81	--		--
Availability of funds with adequate time for implementation	--	78	--		--
Transparency of how funds are distributed among grantees	--	84	--		--
Sufficiency of information provided to keep you informed	--	94	--		--
Frequency of communication	--	94	--		--
Clarity of communication	--	95	--		--
Supports instruction in fields needed to provide full understanding	--	87	--		--
Supports work in language aspects of professional and other fields of study	--	87	--		--
Supports research and training in international studies	--	83	--		--
Teaching of any modern foreign language	--	95	--		--
Instruction in fields needed to provide full understanding	--	90	--		--
Research and training in international studies	--	84	--		--
Language aspects of professional and other fields of study	--	90	--		--
Instruction and research on issues in world affairs	--	75	--		--
Group Projects Abroad program					
Responsiveness to your questions	--	91	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	93	--		--
Ability to resolve issues	--	94	--		--
Use of clear and concise written and verbal communication	--	92	--		--
Timely resolution of general programmatic and/or financial issues	--	92	--		--
Timeliness of the grant award notification	--	92	--		--
Availability of funds with adequate time for implementation	--	95	--		--
Transparency of how funds are distributed among grantees	--	90	--		--
Sufficiency of information provided to keep you informed	--	92	--		--
Frequency of communication	--	87	--		--
Clarity of communication	--	90	--		--
Supports instruction in fields needed to provide full understanding	--	92	--		--
Supports work in language aspects of professional and other fields of study	--	84	--		--
Supports research and training in international studies	--	92	--		--
Teaching of any modern foreign language	--	92	--		--
Instruction in fields needed to provide full understanding	--	96	--		--
Research and training in international studies	--	92	--		--
Language aspects of professional and other fields of study	--	93	--		--
Instruction and research on issues in world affairs	--	95	--		--
Improving Basic Programs Operated by Local Educational Agencies Program					
Provides assistance that enhances capacity to implement	69	68	-1		--
Provides support that is responsive to my State's needs to implement	67	65	-2		--
Helps address implementation challenges	65	66	1		--
Provides information about key changes to requirements	68	69	1		--

	2019	2020	Difference	Significant Difference	Aggregate Impact
	Scores	**Scores**			
Sample Size	**1,485**	**2,408**			
Supporting Effective Instruction State Grants (Title II, Part A)					
Provides assistance that enhances capacity to implement	59	63	4		--
Provides support that is responsive to my State's needs to implement	59	67	8		--
Helps address implementation challenges	63	63	0		--
Provides information about key changes to requirements	66	67	1		--
Payments for Federally Connected Children (Section 7003)					
Responsiveness to answering questions	--	88	--		--
Supportiveness in helping you complete your application	--	91	--		--
Knowledge about technical material	--	90	--		--
Effectiveness in providing TA or instructions regarding performance reports	80	82	2		--
Ease of reaching person who could address concern	83	87	4		--
Ability to resolve your issue	85	87	2		--
21st Century Community Learning Centers					
Provides assistance that enhances the capacity to implement	80	85	5		--
Provides support that is timely and responsive to my State's needs to implement	77	86	9	↑	--
Helps my State address grant implementation challenges	--	85	--		--
Provides information about key changes to requirements	--	85	--		--
Helpfulness of information provided	85	89	4		--
Likelihood to recommend Y4Y website	91	96	5	↑	--
Student Support and Academic Enrichment					
Usefulness of the NCSSLE website	--	73	--		--
Usefulness of the Title IV Part A Portal	--	84	--		--
English Language Acquisition State Grants (Title III, Part A)					
Provides assistance that enhances capacity to implement	62	65	3		--
Provides support that is responsive to my State's needs to implement	64	62	-2		--
Helps address implementation challenges	63	63	0		--
Provides information about key changes to requirements	73	75	2		--
Grants for State Assessments					
Provides assistance that enhances capacity to implement	77	79	2		--
Provides support that is responsive to my State's needs to implement	80	84	4		--
Helps address implementation challenges	75	83	8		--
Provides information about key changes to requirements	82	83	1		--
Teacher and school leader incentive grants (ESEA II-B-1)					
Assistance in improving program planning and implementation	72	87	15		--
Providing relevant information and ideas	72	90	18		--
Connecting you with other experts or practitioners	78	88	10		--
Relevant knowledge of program activities	73	83	10		--
Quality and helpfulness of communication	75	79	4		--
Charter Schools Program Grants to State Entities					
Dissemination of resources and opportunities the CSP provides	60	78	18	↑	--
Comms and info accessible and provided in timely manner	62	76	14	↑	--
Technical assistance receive on project implementation and budget questions	65	84	19	↑	--
Assistance gives opportunity to give staff an understanding of your project	65	78	13	↑	--
Guidance CSP provides on Federal grant compliance	57	64	7		--

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	2019 Scores	2020 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,485	2,408			
Comprehensive Literacy State Development					
Responsiveness to questions	91	84	-7		--
Timely resolution of general programmatic and financial issues	87	83	-4		--
Use of clear and concise written and verbal communication	89	89	0		--
Quality of information or feedback received from SRCL program officer	93	87	-6		--
Frequency of communication	89	87	-2		--
Service provided by the program officer	93	85	-8		--
Face-to-face SRCL Program Director`s National Convening	90	93	3		--
Replication and Expansion of High-Quality Charter Schools					
Dissemination of resources and opportunities the CSP provides	59	55	-4		--
Comms and info accessible and provided in timely manner	50	54	4		--
Technical assistance receive on project implementation and budget questions	63	53	-10		--
Assistance gives opportunity to give staff an understanding of your project	54	52	-2		--
Guidance CSP provides on Federal grant compliance	50	46	-4		--
Education Innovation and Research Programs					
Assistance in improving your evaluation planning and implementation	--	86	--		--
Providing relevant information and ideas	--	86	--		--
Connecting with other experts or practitioners working on similar evaluations	--	74	--		--
Implementing a meaningful, rigorous evaluation	--	64	--		--
Gaining helpful tech assistance to conduct a meaningful, rigorous evaluation	--	80	--		--
Dissemination of resources and opportunities provided by i3/EIR	--	71	--		--
Communication/information is accessible and provided in timely/responsive manner	--	76	--		--
Magnet Schools Assistance Program					
Program Officer quality of assistance	94	83	-11		--
Program Officer responsiveness	79	80	1		--
MSAP Center technical assistance support	85	86	1		--
GRADS 360 system	60	62	2		--
Overall effectiveness of assistance received from MSAP	82	83	1		--
Indian Education Formula Grants to Local Education Agencies Program					
Timeliness of staff	85	90	5		--
Quality of support	84	85	1		--
Comprehensiveness of documents	82	86	4		--
Ease of using EASIE system	84	84	0		--
Quality of training via webinars	81	81	0		--
Education for Homeless Children and Youth Program					
Responsiveness in answering questions - Tech Assistance Center (NCHE)	91	94	3		--
Guidance provided in responses to questions - Tech Assistance Center (NCHE)	--	91	--		--
Meeting program compliance requirements - US Department of Education	88	87	-1		--
Assisting you to impact performance results - US Department of Education	81	85	4		--
Support quality for collecting/submitting data - U.S. Department of Education	--	85	--		--
Meeting program compliance requirements - Tech Assistance Center (NCHE)	89	92	3		--
Assisting you to impact performance results - Tech Assistance Center (NCHE)	85	90	5		--

	2019	2020		Significant Difference	Aggregate Impact
	Scores	Scores	Difference		
Sample Size	1,485	2,408			
Support quality for collecting/submitting data - Tech Assistance Center (NCHE)	--	92	--		--
REAP-Small, Rural School Achievement (SRSA) Program					
Clarity of instructions for accessing and completing the application	--	86	--		--
Ease of accessing the application using the unique link in the invitation email	--	88	--		--
Navigating the application on the MAX.gov survey tool	--	84	--		--
Preparing and completing the information requested on the application	--	88	--		--
Ease of submitting the application	--	90	--		--
Utilizing the confirmation email	--	89	--		--
Promise Neighborhoods					
ED Program Contacts quality of assistance	87	86	-1		--
Urban Institute`s Needs Assessment Quality	79	75	-4		--
Urban Institute`s other services	76	74	-2		--
SCORECARD system	77	65	-12		--
GRADS 360 system	53	52	-1		--
Supporting Effective Educator Development Program					
Assistance in improving program planning and implementation	71	64	-7		--
Providing relevant information and ideas	74	64	-10		--
Connecting you with other experts or practitioners	74	72	-2		--
Implementing a meaningful, rigorous evaluation	61	48	-13		--
Gaining helpful tech assistance to conduct meaningful, rigorous evaluation	68	54	-14		--
Payments for Federal Property (Section 7002)					
Impact Aid staff`s responsiveness to answering questions	95	89	-6	↓	--
Impact Aid staff`s supportiveness in helping complete application	97	90	-7	↓	--
Impact Aid staff`s knowledge about technical material	97	89	-8	↓	--
Effectiveness of documents in helping complete application	--	84	--		--
Demonstration Grants for Indian Children/Special Projects for Indian Children					
Usefulness and relevance of webinar-based technical assistance	75	80	5		--
Usefulness and relevance of project director meeting technical assistance	74	84	10	↑	--
Usefulness and relevance of technical assistance resources on the OIE web site	67	72	5		--
Neglected and Delinquent State and Local Agency Programs					
Responsiveness in answering questions - Tech Assistance Center (NDTAC)	87	84	-3		--
Sufficiency of the guidance provided in responses to questions	--	86	--		--
Meeting program compliance requirements - US Department of Education	60	72	12		--
Assisting you to impact performance results - US Department of Education	57	74	17	↑	--
Support quality for collecting/submitting data - US Department of Education	--	77	--		--
Meeting program compliance requirements - Tech Assistance Center (NDTAC)	80	87	7		--
Assisting to impact performance results - Tech Assistance Center (NDTAC)	78	85	7		--
Support quality for collecting/submitting data - Tech Assistance Center (NDTAC)	--	85	--		--
Teacher Quality Partnership Program					
Accessibility and responsiveness of TQP program staff	--	90	--		--
Clarity of information provided by TQP program staff	--	88	--		--
Monitoring and reports sufficiently help program staff understand your project	--	92	--		--

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	2019	2020	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
Sample Size	**1,485**	**2,408**			
School Climate Transformation Grants (SEAs) program					
Helpfulness of technical assistance	--	83	--		--
Native Hawaiian Education Act Program/Education of Native Hawaiian					
Knowledge of staff on program grant administration issues	--	92	--		--
Alaska Native Education Program					
Knowledge of grant and program administration issues	--	81	--		--
Program purpose	--	84	--		--
Program priorities	--	85	--		--
Selection criteria	--	85	--		--
Review process	--	86	--		--
Budget information and forms	--	86	--		--
Deadline for submission	--	88	--		--
Dollar limit on awards	--	84	--		--
Page limitation instructions	--	88	--		--
Formatting instructions	--	88	--		--
Program contact	--	87	--		--
Helpfulness of information on the website	--	67	--		--
Ease of navigating performance report on web	--	63	--		--
Innovative Approaches to Literacy Program					
Responsiveness to questions	--	86	--		--
Quality of information or feedback received from IAL program staff	--	88	--		--
Overall satisfaction with service provided by the representative	--	89	--		--
Helpfulness of project implementation and evaluation	--	86	--		--
Helpfulness of performance reporting	--	85	--		--
High School Equivalency Program - Migrant Education					
Accessibility and responsiveness of program staff	--	91	--		--
Timely resolution of questions by program staff	--	88	--		--
Clarity of information provided by program staff	--	89	--		--
Usefulness and relevance of technical assistance strategies	--	91	--		--
Usefulness of updated technical assistance resources pages on HEP.ed.gov	--	85	--		--
College Assistance Migrant Program					
Accessibility and responsiveness of program staff	--	90	--		--
Timely resolution of questions by program staff	--	87	--		--
Clarity of information provided by program staff	--	91	--		--
Usefulness and relevance of the strategies for technical assistance	--	92	--		--
Usefulness of updated technical assistance resources pages on CAMP.ed.gov	--	88	--		--
Full-service community schools (ESEA IV-F-2, section 4625) program					
ED Program Contacts quality of assistance	--	100	--		--
Statewide Family Engagement Centers (SFEC) program					
Ability to resolve issues	--	100	--		--
Use of clear and concise written and verbal communication	--	100	--		--
Frequency of communication	--	98	--		--
Overall satisfaction with service provided by the program officer	--	100	--		--
Satisfaction with the Program Director's Meeting	--	90	--		--

	2019	2020		Significant	Aggregate
	Scores	**Scores**	**Difference**	**Difference**	**Impact**
Sample Size	**1,485**	**2,408**			
Assistance for Arts Education Development and Dissemination Program					
Responsiveness to questions	--	88	--		--
Quality of information or feedback received from program officer	--	90	--		--
Overall satisfaction with service provided by the program officer	--	88	--		--
Satisfaction with face-to-face AIE Annual Program Director's Convening	--	92	--		--
Helpfulness of staff on project implementation and evaluation	--	80	--		--
Helpfulness of staff on performance reporting	--	81	--		--
Javits Program					
Timeliness and Responsiveness of general programmatic and financial issues	--	75	--		--
Quality of information or feedback received from Javits program staff	--	81	--		--
Knowledge and ability to assist with submission of interim performance report	--	82	--		--
Overall satisfaction with service provided by the representative	--	78	--		--
Frequency of communication	--	73	--		--
Project Prevent					
Responsiveness to questions about Project Prevent Grant Program requirements	--	93	--		--
Timeliness in returning phone calls and responding to emails	--	90	--		--
Effectiveness in providing technical assistance or guidance	--	93	--		--
Frequency of communication	--	92	--		--
Technical assistance - relevance and usefulness	--	90	--		--
Technical assistance - frequency of communication	--	90	--		--
Use of technology to deliver services	--	93	--		--
Mental Health Demonstration Grants program					
Responsiveness to questions about program requirements	--	84	--		--
Timeliness in returning phone calls and responding to emails	--	84	--		--
Effectiveness in providing technical assistance or guidance	--	85	--		--
Frequency of communicating	--	81	--		--
Technical assistance - relevance and usefulness	--	85	--		--
Technical assistance - frequency of communication	--	84	--		--
Use of technology to deliver services	--	84	--		--

Dept of Ed OGA – Aggregate (2019 v 2020)
Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Program				
Native American and Alaska Native Children in School Program	1%	16	1%	15
National Professional Development Program	3%	45	2%	51
Adult Education and Family Literacy Act (AEFLA) Program	3%	34	2%	41
Carl D. Perkins Career and Technical Education State Directors	2%	26	1%	25
Native Hawaiian Career and Technical Education Program	--	--	0%	2
Native American Career and Technical Education Program	--	--	1%	20
IDEA – State Directors of Special Education (Part B) Program	2%	30	1%	23
IDEA – Part C Infants and Toddlers with Disabilities Program	3%	36	1%	22
RSA Vocational Rehabilitation Program	3%	38	1%	31
Rehabilitation Long-Term Training Program	--	--	0%	12
IDEA National Centers Program	--	--	0%	11
GEAR UP - State	--	--	1%	16
GEAR UP - Partnerships	--	--	2%	44
Child Care Access Means Parents in School	9%	122	5%	110
Strengthening Institutions Program	11%	144	4%	107
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	--	--	1%	23
Minority Science and Engineering Improvement Program	--	--	1%	29
Developing Hispanic Serving Institutions	9%	116	5%	110
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	--	--	1%	15
Tribally Controlled Colleges and Universities (TCCU)-Part A program	--	--	0%	8
Native American Serving Non-Tribal Institutions Program	--	--	0%	12
Asian American and Native American Pacific Islander Institutions Program	--	--	1%	23
Strengthening Historically Black Colleges and Universities (HBCU) program	--	--	1%	26
Predominantly Black Institutions (PBI)	--	--	1%	15
Student Support Services	--	--	5%	110
Upward Bound	--	--	4%	98
Graduate Assistance in Areas of National Need Program	--	--	2%	52
Foreign Language and Area Studies Fellowships program	--	--	4%	92
Doctoral Dissertation Research Abroad (DDRA)	--	--	1%	15
American Overseas Research Centers program	--	--	0%	11
Language Resource Centers program	--	--	0%	7
Group Projects Abroad program	--	--	1%	21
Improving Basic Programs Operated by Local Educational Agencies Program	2%	24	1%	21
Supporting Effective Instruction State Grants (Title II, Part A)	1%	17	1%	26
Payments for Federally Connected Children (Section 7003)	4%	50	4%	100
21st Century Community Learning Centers	3%	42	2%	49
Student Support and Academic Enrichment	2%	22	1%	36
Immediate Aid to Restart School Operations	--	--	0%	5
English Language Acquisition State Grants (Title III, Part A)	2%	21	1%	26
Migrant Education Programs (Title I, Part C)	3%	35	1%	34
Grants for State Assessments	2%	32	1%	29
Teacher and school leader incentive grants (ESEA II-B-1)	1%	19	1%	14
Charter Schools Program Grants to State Entities	2%	26	1%	17
Comprehensive Literacy State Development	1%	10	1%	14
Replication and Expansion of High-Quality Charter Schools	1%	12	1%	18
Education Innovation and Research Programs	3%	40	2%	44
Magnet Schools Assistance Program	2%	29	1%	33
Indian Education Formula Grants to Local Education Agencies Program	4%	49	3%	72
Education for Homeless Children and Youth Program	2%	29	1%	29

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
REAP-Rural and Low Income School (RLIS) Program	2%	31	1%	33
REAP-Small, Rural School Achievement (SRSA) Program	6%	83	2%	53
Promise Neighborhoods	1%	11	0%	12
Supporting Effective Educator Development Program	1%	14	1%	18
Payments for Federal Property (Section 7002)	3%	47	4%	96
Demonstration Grants for Indian Children/Special Projects for Indian Children	3%	39	2%	52
Neglected and Delinquent State and Local Agency Programs	2%	25	1%	24
Teacher Quality Partnership Program	--	--	1%	21
School Climate Transformation Grants (SEAs) program	--	--	0%	11
Native Hawaiian Education Act Program/Education of Native Hawaiian	--	--	1%	24
Alaska Native Education Program	--	--	1%	32
Innovative Approaches to Literacy Program	--	--	1%	31
High School Equivalency Program - Migrant Education	--	--	2%	39
College Assistance Migrant Program	--	--	2%	42
Full-service community schools (ESEA IV-F-2, section 4625) program	--	--	1%	18
Statewide Family Engagement Centers (SFEC) program	--	--	0%	8
Assistance for Arts Education Development and Dissemination Program	--	--	1%	13
Javits Program	--	--	1%	30
Project Prevent	--	--	1%	15
Mental Health Demonstration Grants program	--	--	1%	19
School Climate Transformation Grants (LEAs) program	3%	40	2%	53
Number of Respondents	**1,485**		**2,408**	

Formula vs Discretionary				
Formula	43%	633	31%	755
Discretionary	57%	852	69%	1,653
Number of Respondents	**1,485**		**2,408**	

Overall I am satisfied with the quality of EDs products and services				
Strongly agree	37%	555	47%	1,143
Agree	51%	750	44%	1,057
Disagree	8%	117	6%	148
Strongly disagree	2%	30	1%	36
Does not apply	2%	33	1%	24
Number of Respondents	**1,485**		**2,408**	

Job role				
Project/State Director	61%	902	65%	1,571
School Officer	2%	35	2%	46
Grant Coordinator	20%	292	16%	374
Superintendent	4%	58	4%	101
Business Manager	6%	94	4%	97
Other	7%	104	9%	219
Number of Respondents	**1,485**		**2,408**	

Length of time in role				
Less than one year	13%	199	9%	219
Between 1 - 3 years	33%	487	37%	881
Between 4 - 10 years	34%	510	32%	782
More than 10 years	19%	289	22%	526
Number of Respondents	**1,485**		**2,408**	

21st Century Community Learning Centers
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	26	29	36	41	37	42	49
ED Staff/Coordination	**76**	**73**	**71**	**82**	**78**	**85**	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	78	76	74	83	83	84	91
Responsiveness to your questions	80	68	65	78	77	83	83
Professionalism	--	--	--	--	--	--	95
Sufficiency of legal guidance in responses	75	76	67	81	76	83	80
Communication about changes that may affect your program	--	--	--	--	--	--	81
Consistency of responses with ED staff from different program offices	70	67	72	84	78	86	--
Collaboration with other ED programs or offices in providing relevant services	72	59	73	84	82	84	87
Online Resources	**56**	**61**	**60**	**70**	**74**	**69**	**71**
Ease of finding materials online	53	62	60	71	69	69	72
Quality of content	--	--	--	--	--	--	71
Ability to accomplish what you want on the site	58	62	61	69	70	67	70
Accuracy of search results	--	--	--	--	--	--	74
Ease of navigation	58	65	65	70	76	70	73
Look and feel/Visual appearance	--	--	--	--	--	--	74
Documents	**65**	**63**	**68**	**70**	**73**	**79**	**79**
Clarity	66	63	69	71	74	80	80
Organization of information	69	66	73	73	76	82	83
Sufficiency of detail to meet your program needs	61	61	67	67	72	77	77
Relevance to your areas of need	66	67	71	72	76	83	80
Comprehensiveness in addressing the scope of issues that you face	61	58	63	68	69	74	77
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**81**
Clarity of reporting requirements	--	--	--	--	--	--	84
Ease of obtaining data you are required to report	--	--	--	--	--	--	77
Ease of submitting report(s) electronically	--	--	--	--	--	--	84
Availability of assistance in completing your report(s)	--	--	--	--	--	--	87
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	74
Your understanding of how ED uses your data	--	--	--	--	--	--	81
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**85**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	89
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	85
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	83
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	81
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	85
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	88
ACSI	**53**	**54**	**59**	**67**	**68**	**74**	**80**
How satisfied are you with ED's products and services	60	60	65	73	74	80	86
How well ED`s products and services meet expectations	48	52	56	63	64	74	77
How well ED compares with ideal products and services	48	50	56	64	66	68	75
Trust	**--**	**--**	**--**	**--**	**--**	**80**	**91**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	80	91

	2014	2015	2016	2017	2018	2019	2020
Sample Size	26	29	36	41	37	42	49
21st Century Community Learning Centers							
Provides assistance that enhances the capacity to implement	--	--	--	--	--	80	85
Provides support that is timely and responsive to my State's needs to implement	--	--	--	--	--	77	86
Helps my State address grant implementation challenges	--	--	--	--	--	--	85
Provides information about key changes to requirements	--	--	--	--	--	--	85
Helpfulness of information provided	--	--	77	84	88	85	89
Likelihood to recommend Y4Y website	--	--	89	89	92	91	96

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	29%	12	49%	24
Agree	60%	25	47%	23
Disagree	12%	5	4%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**42**		**49**	
Job role				
Project/State Director	81%	34	82%	40
School Officer	0%	0	0%	0
Grant Coordinator	7%	3	8%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	12%	5	10%	5
Number of Respondents	**42**		**49**	
Length of time in role				
Less than one year	19%	8	2%	1
Between 1 - 3 years	19%	8	39%	19
Between 4 - 10 years	43%	18	41%	20
More than 10 years	19%	8	18%	9
Number of Respondents	**42**		**49**	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	65%	32
Did not receive	0%	0	35%	17
Number of Respondents	**0**		**49**	

CFI Group

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**20**	**38**	**32**	**31**	**42**	**34**	**41**
ED Staff/Coordination	**91**	**85**	**83**	**84**	**89**	**85**	**91**
Knowledge of relevant legislation, regulations, policies, and procedures	94	87	85	86	91	89	93
Responsiveness to your questions	92	87	84	85	91	89	93
Professionalism	--	--	--	--	--	--	97
Sufficiency of legal guidance in responses	86	81	76	81	86	84	87
Communication about changes that may affect your program	--	--	--	--	--	--	91
Consistency of responses with ED staff from different program offices	86	86	85	83	87	83	90
Collaboration with other ED programs or offices in providing relevant services	93	82	83	81	87	81	88
Online Resources	**76**	**79**	**73**	**74**	**75**	**68**	**72**
Ease of finding materials online	69	74	68	69	69	67	69
Quality of content	--	--	--	--	--	--	78
Ability to accomplish what you want on the site	73	79	73	72	75	67	71
Accuracy of search results	--	--	--	--	--	--	73
Ease of navigation	71	74	69	72	73	67	71
Look and feel/Visual appearance	--	--	--	--	--	--	69
Documents	**84**	**79**	**77**	**80**	**83**	**83**	**86**
Clarity	85	82	78	80	84	84	86
Organization of information	88	82	81	84	84	85	89
Sufficiency of detail to meet your program needs	83	78	73	75	81	81	83
Relevance to your areas of need	83	80	83	86	87	85	88
Comprehensiveness in addressing the scope of issues that you face	81	75	70	76	78	81	82
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Clarity of reporting requirements	--	--	--	--	--	--	85
Ease of obtaining data you are required to report	--	--	--	--	--	--	69
Ease of submitting report(s) electronically	--	--	--	--	--	--	89
Availability of assistance in completing your report(s)	--	--	--	--	--	--	90
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	80
Your understanding of how ED uses your data	--	--	--	--	--	--	78
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**83**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	89
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	82
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	81
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	79
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	80
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	85
ACSI	**75**	**75**	**72**	**72**	**75**	**76**	**81**
How satisfied are you with ED's products and services	80	82	78	79	81	83	86
How well ED`s products and services meet expectations	73	71	73	69	74	74	79
How well ED compares with ideal products and services	72	71	66	68	71	72	76
Trust	**--**	**--**	**--**	**--**	**--**	**93**	**88**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	93	88

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**20**	**38**	**32**	**31**	**42**	**34**	**41**
Adult Education and Family Literacy Act (AEFLA) Program							
Ease of reporting using the NRS web-based system	88	83	82	80	80	76	82
Usefulness of the training offered by OCTAE through its contract to support NRS	88	79	79	78	80	79	81
Being well-organized	88	85	87	82	--	84	88
Providing pre-planning adequate guidance	85	87	90	83	--	90	88
Setting expectations for the visit	86	87	90	85	--	84	89
Being up-to-date	91	90	86	87	90	88	90
Relevance of information	89	88	89	89	88	87	87
Usefulness to your program	85	87	86	87	88	87	87
Usefulness of products helping your state meet AEFLA program priorities	79	78	79	80	83	83	83
How well TA addresses your program priorities and needs	81	75	78	76	78	--	82
Using state peer reviewers in federal monitoring process	83	--	92	--	--	--	--

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	47%	16	54%	22
Agree	44%	15	44%	18
Disagree	6%	2	2%	1
Strongly disagree	0%	0	0%	0
Does not apply	3%	1	0%	0
Number of Respondents	**34**		**41**	
Job role				
Project/State Director	100%	34	98%	40
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	2%	1
Number of Respondents	**34**		**41**	
Length of time in role				
Less than one year	15%	5	17%	7
Between 1 - 3 years	24%	8	29%	12
Between 4 - 10 years	47%	16	44%	18
More than 10 years	15%	5	10%	4
Number of Respondents	**34**		**41**	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	22%	9
Did not receive	0%	0	78%	32
Number of Respondents	**0**		**41**	

Alaska Native Education Program
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	26	26	0	25	28	0	32
ED Staff/Coordination	**82**	**80**	**--**	**74**	**79**	**--**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	84	83	--	78	85	--	91
Responsiveness to your questions	79	76	--	67	72	--	74
Professionalism	--	--	--	--	--	--	92
Sufficiency of legal guidance in responses	86	85	--	80	82	--	86
Communication about changes that may affect your program	--	--	--	--	--	--	81
Consistency of responses with ED staff from different program offices	81	84	--	62	82	--	--
Collaboration with other ED programs or offices in providing relevant services	77	82	--	73	79	--	77
Online Resources	**71**	**66**	**--**	**67**	**69**	**--**	**72**
Ease of finding materials online	65	67	--	69	69	--	76
Quality of content	--	--	--	--	--	--	74
Ability to accomplish what you want on the site	74	66	--	69	70	--	72
Accuracy of search results	--	--	--	--	--	--	76
Ease of navigation	73	67	--	67	69	--	69
Look and feel/Visual appearance	--	--	--	--	--	--	71
Documents	**75**	**70**	**--**	**69**	**81**	**--**	**75**
Clarity	74	69	--	69	80	--	74
Organization of information	76	71	--	71	81	--	76
Sufficiency of detail to meet your program needs	75	69	--	68	81	--	75
Relevance to your areas of need	77	71	--	72	82	--	75
Comprehensiveness in addressing the scope of issues that you face	73	69	--	65	79	--	74
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**73**
Clarity of reporting requirements	--	--	--	--	--	--	75
Ease of obtaining data you are required to report	--	--	--	--	--	--	77
Ease of submitting report(s) electronically	--	--	--	--	--	--	69
Availability of assistance in completing your report(s)	--	--	--	--	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	73
Your understanding of how ED uses your data	--	--	--	--	--	--	66
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**77**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	84
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	80
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	79
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	80
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	76
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	100
ACSI	**66**	**67**	**--**	**64**	**75**	**--**	**72**
How satisfied are you with ED's products and services	71	69	--	68	79	--	78
How well ED`s products and services meet expectations	62	67	--	60	74	--	71
How well ED compares with ideal products and services	64	64	--	63	71	--	66
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	82

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**26**	**26**	**0**	**25**	**28**	**0**	**32**
Alaska Native Education Program							
Knowledge of grant and program administration issues	76	79	--	78	82	--	81
Program purpose	85	88	--	82	89	--	84
Program priorities	86	88	--	80	88	--	85
Selection criteria	83	86	--	80	89	--	85
Review process	77	82	--	79	85	--	86
Budget information and forms	85	87	--	83	88	--	86
Deadline for submission	93	90	--	85	89	--	88
Dollar limit on awards	85	88	--	85	89	--	84
Page limitation instructions	85	90	--	82	90	--	88
Formatting instructions	87	89	--	80	90	--	88
Program contact	90	90	--	84	90	--	87
Helpfulness of information on the website	66	69	--	66	71	--	67
Ease of navigating performance report on web	61	61	--	63	69	--	63

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	47%	15
Agree	0%	0	44%	14
Disagree	0%	0	9%	3
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**32**	
Job role				
Project/State Director	0%	0	56%	18
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	22%	7
Superintendent	0%	0	9%	3
Business Manager	0%	0	3%	1
Other	0%	0	9%	3
Number of Respondents	**0**		**32**	
Length of time in role				
Less than one year	0%	0	19%	6
Between 1 - 3 years	0%	0	34%	11
Between 4 - 10 years	0%	0	28%	9
More than 10 years	0%	0	19%	6
Number of Respondents	**0**		**32**	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	3%	1
Did not receive	0%	0	97%	31
Number of Respondents	**0**		**32**	
Length of service as Project Director - ANE				
Less than one year	0%	0	19%	6
More than one year	0%	0	69%	22
Not Director but served in leadership for less than one year	0%	0	3%	1
Not Director but served in leadership for more than one year	0%	0	9%	3
Number of Respondents	**0**		**32**	
Program officer initiated tech assistance or Quarterly Monitoring Call - ANE				
Initiated	0%	0	56%	18
Did not initiate	0%	0	44%	14
Number of Respondents	**0**		**32**	
Technical assistance took place - ANE~				
Project Directors' meeting sponsored by the Department	0%	0	22%	4
Conference call/email exchange with your Program Officer	0%	0	89%	16
Program Officer	0%	0	39%	7
Other	0%	0	6%	1
Number of Respondents	**0**		**18**	

Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A Program
Score Table

	2020
Sample Size	**23**
ED Staff/Coordination	**81**
Knowledge of relevant legislation, regulations, policies, and procedures	89
Responsiveness to your questions	65
Professionalism	89
Sufficiency of legal guidance in responses	84
Communication about changes that may affect your program	81
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	80
Online Resources	**76**
Ease of finding materials online	72
Quality of content	77
Ability to accomplish what you want on the site	75
Accuracy of search results	77
Ease of navigation	78
Look and feel/Visual appearance	76
Information in Application Package	**90**
Program Purpose	91
Program Priorities	93
Selection Criteria	87
Review Process	87
Budget Information and Forms	88
Deadline for Submission	91
Dollar Limit on Awards	92
Page Limitation Instructions	92
Formatting Instructions	87
Program Contact	91
Grant Performance Reporting Requirements	**75**
Clarity of reporting requirements	79
Ease of obtaining data you are required to report	74
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	75
Usefulness of the data to help you improve your grant program/project	77
Your understanding of how ED uses your data	61
Technical Assistance	**73**
TA services provided in helping successfully implement grant programs/projects	73
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**77**
How satisfied are you with ED's products and services	83
How well ED`s products and services meet expectations	75
How well ED compares with ideal products and services	71
Trust	**85**
Level of trust in office to meet your organization`s needs	85
Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program	
Responsiveness to your questions	69
Knowledge of relevant legislation, regulations, policies and procedures	84
Ability to resolve issues	80
Use of clear and concise written and verbal communication	83
Timely resolution of general programmatic and/or financial issues	72
Timeliness of the grant award notification	81
Availability of funds with adequate time for implementation	84
Transparency of how funds are distributed among grantees	81
Sufficiency of information provided to keep you informed	78
Frequency of communication	71
Clarity of communication	82

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	52%	12
Agree	0%	0	39%	9
Disagree	0%	0	9%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**23**	
Job role				
Project/State Director	0%	0	78%	18
School Officer	0%	0	9%	2
Grant Coordinator	0%	0	9%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	4%	1
Number of Respondents	**0**		**23**	
Length of time in role				
Less than one year	0%	0	9%	2
Between 1 - 3 years	0%	0	22%	5
Between 4 - 10 years	0%	0	52%	12
More than 10 years	0%	0	17%	4
Number of Respondents	**0**		**23**	
Preferred method of communication - ANNH - Part A				
Individual Email	0%	0	91%	21
Blast/Distribution list email	0%	0	9%	2
Number of Respondents	**0**		**23**	

CFI Group

American Overseas Research Centers Program
Score Table

	2020
Sample Size	**11**
ED Staff/Coordination	**97**
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	97
Professionalism	98
Sufficiency of legal guidance in responses	97
Communication about changes that may affect your program	95
Consistency of responses with ED staff from different program offices	97
Collaboration with other ED programs or offices in providing relevant services	98
Online Resources	**87**
Ease of finding materials online	90
Quality of content	89
Ability to accomplish what you want on the site	86
Accuracy of search results	87
Ease of navigation	86
Look and feel/Visual appearance	84
Information in Application Package	**95**
Program Purpose	97
Program Priorities	97
Selection Criteria	95
Review Process	95
Budget Information and Forms	92
Deadline for Submission	99
Dollar Limit on Awards	92
Page Limitation Instructions	92
Formatting Instructions	96
Program Contact	98
Grant Performance Reporting Requirements	**81**
Clarity of reporting requirements	88
Ease of obtaining data you are required to report	79
Ease of submitting report(s) electronically	89
Availability of assistance in completing your report(s)	88
Usefulness of the data to help you improve your grant program/project	79
Your understanding of how ED uses your data	71
Technical Assistance	**90**
TA services provided in helping successfully implement grant programs/projects	90
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**89**
How satisfied are you with ED's products and services	95
How well ED`s products and services meet expectations	88
How well ED compares with ideal products and services	84
Trust	**97**
Level of trust in office to meet your organization`s needs	97

	2020
Sample Size	**11**
American Overseas Research Centers program	
Responsiveness to your questions	96
Knowledge of relevant legislation, regulations, policies and procedures	97
Ability to resolve issues	96
Use of clear and concise written and verbal communication	97
Timely resolution of general programmatic and/or financial issues	93
Timeliness of the grant award notification	83
Availability of funds with adequate time for implementation	86
Transparency of how funds are distributed among grantees	89
Sufficiency of information provided to keep you informed	96
Frequency of communication	92
Clarity of communication	96
Supports instruction in fields needed to provide full understanding	96
Supports work in language aspects of professional and other fields of study	96
Supports research and training in international studies	98
Teaching of any modern foreign language	95
Instruction in fields needed to provide full understanding	98
Research and training in international studies	98
Language aspects of professional and other fields of study	93
Instruction and research on issues in world affairs	98

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	91%	10
Agree	0%	0	9%	1
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**11**	

Job role				
Project/State Director	0%	0	64%	7
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	9%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	27%	3
Number of Respondents	**0**		**11**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	18%	2
Between 4 - 10 years	0%	0	27%	3
More than 10 years	0%	0	55%	6
Number of Respondents	**0**		**11**	

Preferred method of communication - AORC				
Individual Email	0%	0	82%	9
Blast/Distribution list email	0%	0	9%	1
Webinar	0%	0	9%	1
Number of Respondents	**0**		**11**	

Asian American and Native American Pacific Islander Institutions Program
Score Table

	2020
Sample Size	**23**
ED Staff/Coordination	**91**
Knowledge of relevant legislation, regulations, policies, and procedures	95
Responsiveness to your questions	94
Professionalism	97
Sufficiency of legal guidance in responses	90
Communication about changes that may affect your program	88
Consistency of responses with ED staff from different program offices	92
Collaboration with other ED programs or offices in providing relevant services	92
Online Resources	**65**
Ease of finding materials online	65
Quality of content	69
Ability to accomplish what you want on the site	66
Accuracy of search results	68
Ease of navigation	67
Look and feel/Visual appearance	56
Information in Application Package	**81**
Program Purpose	85
Program Priorities	84
Selection Criteria	79
Review Process	77
Budget Information and Forms	74
Deadline for Submission	77
Dollar Limit on Awards	80
Page Limitation Instructions	81
Formatting Instructions	80
Program Contact	90
Grant Performance Reporting Requirements	**73**
Clarity of reporting requirements	73
Ease of obtaining data you are required to report	74
Ease of submitting report(s) electronically	84
Availability of assistance in completing your report(s)	72
Usefulness of the data to help you improve your grant program/project	74
Your understanding of how ED uses your data	63
Technical Assistance	**87**
TA services provided in helping successfully implement grant programs/projects	87
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**73**
How satisfied are you with ED's products and services	82
How well ED`s products and services meet expectations	70
How well ED compares with ideal products and services	66
Trust	**86**
Level of trust in office to meet your organization`s needs	86
Asian American and Native American Pacific Islander Institutions Program	
Responsiveness to your questions	94
Knowledge of relevant legislation, regulations, policies and procedures	94
Ability to resolve issues	91
Use of clear and concise written and verbal communication	90
Timely resolution of general programmatic and/or financial issues	93
Timeliness of the grant award notification	46
Availability of funds with adequate time for implementation	63
Transparency of how funds are distributed among grantees	73
Sufficiency of information provided to keep you informed	81
Frequency of communication	80
Clarity of communication	81

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	39%	9
Agree	0%	0	57%	13
Disagree	0%	0	4%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**23**	
Job role				
Project/State Director	0%	0	61%	14
School Officer	0%	0	4%	1
Grant Coordinator	0%	0	22%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	13%	3
Number of Respondents	**0**		**23**	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	35%	8
Between 4 - 10 years	0%	0	61%	14
More than 10 years	0%	0	4%	1
Number of Respondents	**0**		**23**	
Preferred method of communication - AANAPISI				
Individual Email	0%	0	83%	19
Blast/Distribution list email	0%	0	9%	2
Telephone	0%	0	4%	1
Other	0%	0	4%	1
Number of Respondents	**0**		**23**	

Assistance for Arts Education Development and Dissemination Program
Score Table

	2020
Sample Size	**13**
ED Staff/Coordination	**89**
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	87
Professionalism	100
Sufficiency of legal guidance in responses	89
Communication about changes that may affect your program	83
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	78
Online Resources	**80**
Ease of finding materials online	79
Quality of content	78
Ability to accomplish what you want on the site	76
Accuracy of search results	82
Ease of navigation	81
Look and feel/Visual appearance	82
Documents	**82**
Clarity	85
Organization of information	87
Sufficiency of detail to meet your program needs	83
Relevance to your areas of need	79
Comprehensiveness in addressing the scope of issues that you face	77
Grant Performance Reporting Requirements	**81**
Clarity of reporting requirements	77
Ease of obtaining data you are required to report	78
Ease of submitting report(s) electronically	94
Availability of assistance in completing your report(s)	89
Usefulness of the data to help you improve your grant program/project	80
Your understanding of how ED uses your data	76
Technical Assistance	**81**
TA services provided in helping successfully implement grant programs/projects	81
Enhancing staff skills needed for successful program management	80
Using evidence-based practices in implementing program activities	81
Assistance with developing resource materials for use in the program	74
Creating opportunities to share best practices via learning groups	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**72**
How satisfied are you with ED's products and services	80
How well ED`s products and services meet expectations	70
How well ED compares with ideal products and services	65
Trust	**90**
Level of trust in office to meet your organization`s needs	90
Assistance for Arts Education Development and Dissemination Program	
Responsiveness to questions	88
Quality of information or feedback received from program officer	90
Overall satisfaction with service provided by the program officer	88
Satisfaction with face-to-face AIE Annual Program Director's Convening	92
Helpfulness of staff on project implementation and evaluation	80
Helpfulness of staff on performance reporting	81

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	54%	7
Agree	0%	0	31%	4
Disagree	0%	0	15%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**13**	

Job role				
Project/State Director	0%	0	92%	12
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	8%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**13**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	69%	9
Between 4 - 10 years	0%	0	23%	3
More than 10 years	0%	0	8%	1
Number of Respondents	**0**		**13**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	0%	0
Did not receive	0%	0	100%	13
Number of Respondents	**0**		**13**	

CFI Group

Carl D Perkins Career and Technical Education State Directors
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	28	23	24	24	30	26	25
ED Staff/Coordination	**89**	**83**	**86**	**85**	**93**	**89**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	91	89	88	89	94	90	94
Responsiveness to your questions	90	82	85	90	93	93	96
Professionalism	--	--	--	--	--	--	98
Sufficiency of legal guidance in responses	87	78	80	74	91	85	88
Communication about changes that may affect your program	--	--	--	--	--	--	94
Consistency of responses with ED staff from different program offices	85	82	85	82	93	89	90
Collaboration with other ED programs or offices in providing relevant services	86	90	85	85	92	86	90
Online Resources	**70**	**68**	**76**	**75**	**83**	**80**	**77**
Ease of finding materials online	68	66	74	75	80	81	76
Quality of content	--	--	--	--	--	--	81
Ability to accomplish what you want on the site	69	68	74	75	85	81	76
Accuracy of search results	--	--	--	--	--	--	78
Ease of navigation	69	69	77	75	83	76	75
Look and feel/Visual appearance	--	--	--	--	--	--	75
Documents	**81**	**79**	**77**	**80**	**83**	**79**	**82**
Clarity	81	78	75	79	83	83	84
Organization of information	81	79	81	82	84	81	84
Sufficiency of detail to meet your program needs	80	76	75	81	83	76	80
Relevance to your areas of need	82	85	79	83	84	84	84
Comprehensiveness in addressing the scope of issues that you face	81	78	75	77	83	72	79
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**83**
Clarity of reporting requirements	--	--	--	--	--	--	87
Ease of obtaining data you are required to report	--	--	--	--	--	--	74
Ease of submitting report(s) electronically	--	--	--	--	--	--	88
Availability of assistance in completing your report(s)	--	--	--	--	--	--	91
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	81
Your understanding of how ED uses your data	--	--	--	--	--	--	74
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**83**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	92
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	81
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	78
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	73
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	85
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	89
ACSI	**74**	**71**	**72**	**77**	**79**	**78**	**80**
How satisfied are you with ED's products and services	80	77	80	83	83	84	87
How well ED`s products and services meet expectations	70	69	68	75	78	75	77
How well ED compares with ideal products and services	70	65	67	72	74	73	76
Trust	**--**	**--**	**--**	**--**	**--**	**92**	**93**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	92	93
Carl D. Perkins Career and Technical Education State Directors							
CAR`s user-friendliness	65	68	69	73	78	72	82
PCRN's usefulness to your program	76	80	82	81	86	84	83
Effectiveness of DATE in helping you implement grant programs	--	--	--	--	--	--	86
TA received on project implementation and budget questions	--	--	--	--	--	--	88
Usefulness and relevance of project director meetings in providing TA	--	--	--	--	--	--	87

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	46%	12	60%	15
Agree	42%	11	40%	10
Disagree	4%	1	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	8%	2	0%	0
Number of Respondents	**26**		**25**	
Job role				
Project/State Director	100%	26	84%	21
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	8%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	8%	2
Number of Respondents	**26**		**25**	
Length of time in role				
Less than one year	27%	7	8%	2
Between 1 - 3 years	38%	10	40%	10
Between 4 - 10 years	27%	7	32%	8
More than 10 years	8%	2	20%	5
Number of Respondents	**26**		**25**	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	24%	6
Did not receive	0%	0	76%	19
Number of Respondents	**0**		**25**	

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

	2019	2020
Sample Size	**26**	**17**
ED Staff/Coordination	**72**	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	72	92
Responsiveness to your questions	67	81
Professionalism	--	94
Sufficiency of legal guidance in responses	74	84
Communication about changes that may affect your program	--	85
Consistency of responses with ED staff from different program offices	74	--
Collaboration with other ED programs or offices in providing relevant services	68	78
Online Resources	**57**	**73**
Ease of finding materials online	58	76
Quality of content	--	78
Ability to accomplish what you want on the site	55	71
Accuracy of search results	--	71
Ease of navigation	52	69
Look and feel/Visual appearance	--	70
Documents	**70**	**74**
Clarity	68	77
Organization of information	71	82
Sufficiency of detail to meet your program needs	71	69
Relevance to your areas of need	71	72
Comprehensiveness in addressing the scope of issues that you face	66	67
Grant Performance Reporting Requirements	**--**	**74**
Clarity of reporting requirements	--	78
Ease of obtaining data you are required to report	--	74
Ease of submitting report(s) electronically	--	78
Availability of assistance in completing your report(s)	--	82
Usefulness of the data to help you improve your grant program/project	--	71
Your understanding of how ED uses your data	--	58
Technical Assistance	**--**	**78**
TA services provided in helping successfully implement grant programs/projects	--	82
Enhancing staff skills needed for successful program management	--	77
Using evidence-based practices in implementing program activities	--	79
Assistance with developing resource materials for use in the program	--	75
Creating opportunities to share best practices via learning groups	--	80
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	85
ACSI	**62**	**71**
How satisfied are you with ED's products and services	68	80
How well ED`s products and services meet expectations	61	64
How well ED compares with ideal products and services	57	67
Trust	**69**	**79**
Level of trust in office to meet your organization`s needs	69	79
Charter Schools Program Grants to State Entities		
Dissemination of resources and opportunities the CSP provides	60	78
Comms and info accessible and provided in timely manner	62	76
Technical assistance receive on project implementation and budget questions	65	84
Assistance gives opportunity to give staff an understanding of your project	65	78
Guidance CSP provides on Federal grant compliance	57	64

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	23%	6	24%	4
Agree	50%	13	76%	13
Disagree	19%	5	0%	0
Strongly disagree	8%	2	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	26		17	

	2019		2020	
Job role				
Project/State Director	81%	21	82%	14
School Officer	0%	0	0%	0
Grant Coordinator	15%	4	12%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	4%	1	6%	1
Number of Respondents	26		17	

	2019		2020	
Length of time in role				
Less than one year	15%	4	6%	1
Between 1 - 3 years	54%	14	71%	12
Between 4 - 10 years	31%	8	18%	3
More than 10 years	0%	0	6%	1
Number of Respondents	26		17	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	59%	10
Did not receive	0%	0	41%	7
Number of Respondents	0		17	

Child Care Access Means Parents in School
Score Table

	2019	2020
Sample Size	122	110
ED Staff/Coordination	**83**	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	84	89
Responsiveness to your questions	81	86
Professionalism	--	94
Sufficiency of legal guidance in responses	82	84
Communication about changes that may affect your program	--	85
Consistency of responses with ED staff from different program offices	79	85
Collaboration with other ED programs or offices in providing relevant services	85	80
Online Resources	**65**	**73**
Ease of finding materials online	63	71
Quality of content	--	76
Ability to accomplish what you want on the site	65	72
Accuracy of search results	--	76
Ease of navigation	67	73
Look and feel/Visual appearance	--	71
Information in Application Package	**88**	**90**
Program Purpose	88	90
Program Priorities	88	90
Selection Criteria	86	87
Review Process	86	86
Budget Information and Forms	84	86
Deadline for Submission	93	93
Dollar Limit on Awards	89	91
Page Limitation Instructions	90	91
Formatting Instructions	88	90
Program Contact	90	90
Grant Performance Reporting Requirements	**--**	**75**
Clarity of reporting requirements	--	74
Ease of obtaining data you are required to report	--	74
Ease of submitting report(s) electronically	--	83
Availability of assistance in completing your report(s)	--	73
Usefulness of the data to help you improve your grant program/project	--	76
Your understanding of how ED uses your data	--	70
Technical Assistance	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	75
Enhancing staff skills needed for successful program management	--	--
Using evidence-based practices in implementing program activities	--	--
Assistance with developing resource materials for use in the program	--	--
Creating opportunities to share best practices via learning groups	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--
ACSI	**82**	**81**
How satisfied are you with ED's products and services	89	86
How well ED's products and services meet expectations	78	78
How well ED compares with ideal products and services	76	77

CFI Group

	2019	2020
Sample Size	122	110
Trust	**87**	**85**
Level of trust in office to meet your organization`s needs	87	85
Child Care Access Means Parents in School		
Responsiveness to inquiries	80	82
Knowledge of relevant legislation, regulations, policies and procedures	--	86
Ability to resolve issues	--	85
Use of clear and concise written and verbal communication	--	83
Timely resolution of general programmatic and/or financial issues	--	82
Timeliness of the grant award notification	--	81
Availability of funds with adequate time for implementation	--	78
Transparency of how funds are distributed among grantees	--	86
Sufficiency of information provided to keep you informed	--	78
Frequency of communication	--	72
Clarity of communication	--	79

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	50%	61	54%	59
Agree	45%	55	44%	48
Disagree	2%	3	3%	3
Strongly disagree	1%	1	0%	0
Does not apply	2%	2	0%	0
Number of Respondents	**122**		**110**	

Job role				
Project/State Director	49%	60	55%	60
School Officer	4%	5	6%	7
Grant Coordinator	27%	33	27%	30
Superintendent	1%	1	1%	1
Business Manager	2%	3	0%	0
Other	16%	20	11%	12
Number of Respondents	**122**		**110**	

Length of time in role				
Less than one year	22%	27	13%	14
Between 1 - 3 years	25%	31	47%	52
Between 4 - 10 years	25%	31	25%	28
More than 10 years	27%	33	15%	16
Number of Respondents	**122**		**110**	

Preferred method of communication - CCAMPIS				
Individual Email	0%	0	88%	97
Blast/Distribution list email	0%	0	2%	2
Telephone	0%	0	5%	6
Webinar	0%	0	2%	2
Other	0%	0	3%	3
Number of Respondents	**0**		**110**	

College Assistance Migrant Program
Score Table

	2017	2018	2019	2020
Sample Size	38	41	0	42
ED Staff/Coordination	**89**	**91**	**--**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	91	93	--	93
Responsiveness to your questions	85	92	--	91
Professionalism	--	--	--	97
Sufficiency of legal guidance in responses	91	91	--	92
Communication about changes that may affect your program	--	--	--	93
Consistency of responses with ED staff from different program offices	86	91	--	--
Collaboration with other ED programs or offices in providing relevant services	87	92	--	92
Online Resources	**77**	**84**	**--**	**83**
Ease of finding materials online	75	81	--	81
Quality of content	--	--	--	84
Ability to accomplish what you want on the site	78	84	--	82
Accuracy of search results	--	--	--	86
Ease of navigation	75	83	--	82
Look and feel/Visual appearance	--	--	--	84
Documents	**85**	**83**	**--**	**91**
Clarity	85	82	--	90
Organization of information	86	82	--	91
Sufficiency of detail to meet your program needs	85	83	--	91
Relevance to your areas of need	86	85	--	92
Comprehensiveness in addressing the scope of issues that you face	85	83	--	89
Grant Performance Reporting Requirements	**--**	**--**	**--**	**92**
Clarity of reporting requirements	--	--	--	91
Ease of obtaining data you are required to report	--	--	--	89
Ease of submitting report(s) electronically	--	--	--	96
Availability of assistance in completing your report(s)	--	--	--	93
Usefulness of the data to help you improve your grant program/project	--	--	--	93
Your understanding of how ED uses your data	--	--	--	88
Technical Assistance	**--**	**--**	**--**	**90**
TA services provided in helping successfully implement grant programs/projects	--	--	--	94
Enhancing staff skills needed for successful program management	--	--	--	91
Using evidence-based practices in implementing program activities	--	--	--	85
Assistance with developing resource materials for use in the program	--	--	--	86
Creating opportunities to share best practices via learning groups	--	--	--	91
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100
ACSI	**79**	**85**	**--**	**87**
How satisfied are you with ED's products and services	85	90	--	92
How well ED`s products and services meet expectations	76	84	--	84
How well ED compares with ideal products and services	75	81	--	85
Trust	**--**	**--**	**--**	**94**
Level of trust in office to meet your organization`s needs	--	--	--	94

	2017	2018	2019	2020
Sample Size	**38**	**41**	**0**	**42**
College Assistance Migrant Program				
Accessibility and responsiveness of program staff	91	90	--	90
Timely resolution of questions by program staff	86	89	--	87
Clarity of information provided by program staff	87	89	--	91
Usefulness and relevance of the strategies for technical assistance	87	90	--	92
Usefulness of updated technical assistance resources pages on CAMP.ed.gov	--	85	--	88

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	64%	27
Agree	0%	0	26%	11
Disagree	0%	0	0%	0
Strongly disagree	0%	0	5%	2
Does not apply	0%	0	5%	2
Number of Respondents	**0**		**42**	

Job role				
Project/State Director	0%	0	83%	35
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	10%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	7%	3
Number of Respondents	**0**		**42**	

Length of time in role				
Less than one year	0%	0	10%	4
Between 1 - 3 years	0%	0	21%	9
Between 4 - 10 years	0%	0	48%	20
More than 10 years	0%	0	21%	9
Number of Respondents	**0**		**42**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	7%	3
Did not receive	0%	0	93%	39
Number of Respondents	**0**		**42**	

CAMP Cohort				
2016	0%	0	33%	14
2017	0%	0	21%	9
2019	0%	0	21%	9
2020	0%	0	24%	10
Number of Respondents	**0**		**42**	

Comprehensive Literacy State Development
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**5**	**5**	**5**	**0**	**11**	**10**	**14**
ED Staff/Coordination	**73**	**59**	**75**	**--**	**90**	**92**	**90**
Knowledge of relevant legislation, regulations, policies, and procedures	78	58	80	--	89	92	92
Responsiveness to your questions	73	71	84	--	91	91	82
Professionalism	--	--	--	--	--	--	95
Sufficiency of legal guidance in responses	81	56	76	--	85	91	90
Communication about changes that may affect your program	--	--	--	--	--	--	91
Consistency of responses with ED staff from different program offices	75	48	61	--	89	92	--
Collaboration with other ED programs or offices in providing relevant services	63	30	59	--	88	86	91
Online Resources	**59**	**29**	**66**	**--**	**86**	**83**	**80**
Ease of finding materials online	61	31	63	--	84	82	80
Quality of content	--	--	--	--	--	--	79
Ability to accomplish what you want on the site	49	31	63	--	84	82	79
Accuracy of search results	--	--	--	--	--	--	80
Ease of navigation	60	31	64	--	91	82	79
Look and feel/Visual appearance	--	--	--	--	--	--	87
Documents	**57**	**42**	**75**	**--**	**88**	**89**	**91**
Clarity	47	38	78	--	87	88	90
Organization of information	56	40	75	--	87	90	92
Sufficiency of detail to meet your program needs	64	40	75	--	87	89	92
Relevance to your areas of need	62	51	72	--	90	89	92
Comprehensiveness in addressing the scope of issues that you face	56	40	75	--	89	89	92
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Clarity of reporting requirements	--	--	--	--	--	--	85
Ease of obtaining data you are required to report	--	--	--	--	--	--	81
Ease of submitting report(s) electronically	--	--	--	--	--	--	87
Availability of assistance in completing your report(s)	--	--	--	--	--	--	88
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	79
Your understanding of how ED uses your data	--	--	--	--	--	--	68
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**90**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	91
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	83
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	90
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	88
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	94
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	83
ACSI	**45**	**45**	**66**	**--**	**82**	**86**	**79**
How satisfied are you with ED's products and services	60	60	71	--	85	91	85
How well ED`s products and services meet expectations	33	38	64	--	82	82	75
How well ED compares with ideal products and services	40	36	62	--	79	83	75
Trust	**--**	**--**	**--**	**--**	**--**	**91**	**87**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	91	87

	2014	2015	2016	2017	2018	2019	2020
Sample Size	5	5	5	0	11	10	14
Comprehensive Literacy State Development							
Responsiveness to questions	--	--	--	--	94	91	84
Timely resolution of general programmatic and financial issues	--	--	--	--	89	87	83
Use of clear and concise written and verbal communication	--	--	--	--	91	89	89
Quality of information or feedback received from SRCL program officer	--	--	--	--	92	93	87
Frequency of communication	--	67	87	--	82	89	87
Service provided by the program officer	--	--	--	--	92	93	85
Face-to-face SRCL Program Director`s National Convening	--	--	--	--	96	90	93

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	70%	7	50%	7
Agree	30%	3	50%	7
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**10**		**14**	

	2019		2020	
Job role				
Project/State Director	80%	8	93%	13
School Officer	0%	0	0%	0
Grant Coordinator	20%	2	7%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**10**		**14**	

	2019		2020	
Length of time in role				
Less than one year	10%	1	14%	2
Between 1 - 3 years	50%	5	50%	7
Between 4 - 10 years	30%	3	29%	4
More than 10 years	10%	1	7%	1
Number of Respondents	**10**		**14**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	57%	8
Did not receive	0%	0	43%	6
Number of Respondents	**0**		**14**	

	2019		2020	
SF Cohort				
CLSD	0%	0	21%	3
SRCL	0%	0	79%	11
Number of Respondents	**0**		**14**	

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

	2017	2018	2019	2020
Sample Size	30	32	39	52
ED Staff/Coordination	**75**	**77**	**68**	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	81	84	71	89
Responsiveness to your questions	72	78	67	78
Professionalism	--	--	--	90
Sufficiency of legal guidance in responses	77	80	75	85
Communication about changes that may affect your program	--	--	--	80
Consistency of responses with ED staff from different program offices	84	73	64	--
Collaboration with other ED programs or offices in providing relevant services	79	67	72	81
Online Resources	**68**	**62**	**59**	**70**
Ease of finding materials online	70	63	58	70
Quality of content	--	--	--	71
Ability to accomplish what you want on the site	70	62	58	66
Accuracy of search results	--	--	--	69
Ease of navigation	66	58	59	70
Look and feel/Visual appearance	--	--	--	72
Documents	**69**	**68**	**68**	**78**
Clarity	70	68	69	78
Organization of information	69	71	69	80
Sufficiency of detail to meet your program needs	68	71	68	78
Relevance to your areas of need	69	69	70	79
Comprehensiveness in addressing the scope of issues that you face	70	62	66	76
Grant Performance Reporting Requirements	**--**	**--**	**--**	**70**
Clarity of reporting requirements	--	--	--	73
Ease of obtaining data you are required to report	--	--	--	72
Ease of submitting report(s) electronically	--	--	--	66
Availability of assistance in completing your report(s)	--	--	--	72
Usefulness of the data to help you improve your grant program/project	--	--	--	75
Your understanding of how ED uses your data	--	--	--	62
Technical Assistance	**--**	**--**	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	--	--	79
Enhancing staff skills needed for successful program management	--	--	--	72
Using evidence-based practices in implementing program activities	--	--	--	71
Assistance with developing resource materials for use in the program	--	--	--	70
Creating opportunities to share best practices via learning groups	--	--	--	82
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	76
ACSI	**68**	**70**	**61**	**77**
How satisfied are you with ED's products and services	71	76	67	83
How well ED`s products and services meet expectations	68	68	57	75
How well ED compares with ideal products and services	64	65	57	71
Trust	**--**	**--**	**68**	**84**
Level of trust in office to meet your organization`s needs	--	--	68	84

CFI Group

	2017	2018	2019	2020
Sample Size	30	32	39	52
Demonstration Grants for Indian Children/Special Projects for Indian Children				
Usefulness and relevance of webinar-based technical assistance	74	67	75	80
Usefulness and relevance of project director meeting technical assistance	73	78	74	84
Usefulness and relevance of technical assistance resources on the OIE web site	68	67	67	72

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	13%	5	37%	19
Agree	72%	28	50%	26
Disagree	10%	4	12%	6
Strongly disagree	5%	2	2%	1
Does not apply	0%	0	0%	0
Number of Respondents	**39**		**52**	

Job role				
Project/State Director	64%	25	54%	28
School Officer	5%	2	4%	2
Grant Coordinator	26%	10	31%	16
Superintendent	0%	0	2%	1
Business Manager	3%	1	0%	0
Other	3%	1	10%	5
Number of Respondents	**39**		**52**	

Length of time in role				
Less than one year	15%	6	4%	2
Between 1 - 3 years	36%	14	40%	21
Between 4 - 10 years	28%	11	40%	21
More than 10 years	21%	8	15%	8
Number of Respondents	**39**		**52**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	23%	12
Did not receive	0%	0	77%	40
Number of Respondents	**0**		**52**	

TA Priority Ranking-Data Collection - IELEA				
1st	15%	6	15%	8
2nd	10%	4	15%	8
3rd	23%	9	13%	7
4th	13%	5	15%	8
5th	13%	5	8%	4
6th	13%	5	12%	6
7th	10%	4	17%	9
8th	3%	1	4%	2
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Performance Reporting - IELEA				
1st	21%	8	23%	12
2nd	31%	12	21%	11
3rd	3%	1	8%	4
4th	3%	1	12%	6
5th	3%	1	4%	2
6th	15%	6	6%	3
7th	10%	4	15%	8
8th	15%	6	12%	6
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Family Educational Rights and Privacy Act - IELEA				
1st	15%	6	10%	5
2nd	8%	3	6%	3
3rd	3%	1	8%	4
4th	5%	2	6%	3
5th	3%	1	4%	2
6th	10%	4	8%	4
7th	10%	4	10%	5
8th	46%	18	50%	26
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Capacity Building - IELEA				
1st	10%	4	17%	9
2nd	13%	5	13%	7
3rd	8%	3	10%	5
4th	21%	8	10%	5
5th	5%	2	15%	8
6th	18%	7	17%	9
7th	15%	6	12%	6
8th	10%	4	6%	3
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Parent Engagement - IELEA				
1st	10%	4	8%	4
2nd	8%	3	8%	4
3rd	8%	3	27%	14
4th	18%	7	12%	6
5th	26%	10	15%	8
6th	15%	6	13%	7
7th	13%	5	13%	7
8th	3%	1	4%	2
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Partnerships - IELEA				
1st	3%	1	6%	3
2nd	3%	1	15%	8
3rd	28%	11	6%	3
4th	5%	2	15%	8
5th	31%	12	17%	9
6th	10%	4	19%	10
7th	13%	5	12%	6
8th	8%	3	10%	5
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Cultural Relevance - IELEA				
1st	8%	3	6%	3
2nd	15%	6	10%	5
3rd	13%	5	17%	9
4th	18%	7	19%	10
5th	21%	8	17%	9
6th	5%	2	12%	6
7th	15%	6	12%	6
8th	5%	2	8%	4
Number of Respondents	**39**		**52**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA Priority Ranking-Allowable Costs and Budgeting Flexibilities - IELEA				
1st	18%	7	15%	8
2nd	13%	5	12%	6
3rd	15%	6	12%	6
4th	18%	7	12%	6
5th	0%	0	19%	10
6th	13%	5	13%	7
7th	13%	5	10%	5
8th	10%	4	8%	4
Number of Respondents	**39**		**52**	

CFI Group

Developing Hispanic Serving Institutions
Score Table

	2016	2017	2018	2019	2020
Sample Size	**111**	**102**	**109**	**116**	**110**
ED Staff/Coordination	**85**	**91**	**87**	**84**	**88**
Knowledge of relevant legislation, regulations, policies, and procedures	90	92	91	85	92
Responsiveness to your questions	81	89	85	82	84
Professionalism	--	--	--	--	92
Sufficiency of legal guidance in responses	84	93	91	84	87
Communication about changes that may affect your program	--	--	--	--	88
Consistency of responses with ED staff from different program offices	83	90	87	83	89
Collaboration with other ED programs or offices in providing relevant services	81	90	92	82	87
Online Resources	**75**	**79**	**70**	**71**	**76**
Ease of finding materials online	72	77	71	69	75
Quality of content	--	--	--	--	77
Ability to accomplish what you want on the site	75	79	72	71	76
Accuracy of search results	--	--	--	--	78
Ease of navigation	72	76	71	71	76
Look and feel/Visual appearance	--	--	--	--	72
Information in Application Package	**87**	**89**	**81**	**88**	**90**
Program Purpose	88	90	80	88	88
Program Priorities	87	88	80	89	90
Selection Criteria	84	88	80	85	89
Review Process	82	86	77	85	85
Budget Information and Forms	85	87	77	83	86
Deadline for Submission	91	91	85	91	93
Dollar Limit on Awards	89	90	84	91	91
Page Limitation Instructions	89	91	84	90	89
Formatting Instructions	86	88	82	88	88
Program Contact	88	92	85	89	94
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**76**
Clarity of reporting requirements	--	--	--	--	78
Ease of obtaining data you are required to report	--	--	--	--	73
Ease of submitting report(s) electronically	--	--	--	--	86
Availability of assistance in completing your report(s)	--	--	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	--	--	79
Your understanding of how ED uses your data	--	--	--	--	63
Technical Assistance	**--**	**--**	**--**	**--**	**84**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	84
Enhancing staff skills needed for successful program management	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--
ACSI	**73**	**78**	**72**	**79**	**78**
How satisfied are you with ED's products and services	79	84	78	84	85
How well ED`s products and services meet expectations	71	76	70	77	76
How well ED compares with ideal products and services	69	74	66	75	73
Trust	**--**	**--**	**--**	**86**	**88**
Level of trust in office to meet your organization`s needs	--	--	--	86	88

CFI Group

	2016	2017	2018	2019	2020
Sample Size	**111**	**102**	**109**	**116**	**110**
Developing Hispanic Serving Institutions					
Responsiveness to questions	80	88	82	84	82
Knowledge of relevant legislation, regulations, policies and procedures	87	92	88	85	90
Ability to resolve issues	87	91	87	85	86
Use of clear and concise written and verbal communication	87	90	85	85	85
Timely resolution of general programmatic and/or financial issues	83	90	85	84	85
Timeliness of the grant award notification	--	--	--	--	79
Availability of funds with adequate time for implementation	--	--	--	--	83
Transparency of how funds are distributed among grantees	--	--	--	--	88
Sufficiency of information provided to keep you informed	--	--	--	--	83
Frequency of communication	--	--	--	--	78
Clarity of communication	--	--	--	--	83

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	41%	47	52%	57
Agree	49%	57	40%	44
Disagree	6%	7	5%	6
Strongly disagree	2%	2	2%	2
Does not apply	3%	3	1%	1
Number of Respondents	**116**		**110**	

	2019		2020	
Job role				
Project/State Director	73%	85	83%	91
School Officer	2%	2	1%	1
Grant Coordinator	22%	26	14%	15
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	3%	3	3%	3
Number of Respondents	**116**		**110**	

	2019		2020	
Length of time in role				
Less than one year	17%	20	15%	17
Between 1 - 3 years	35%	41	38%	42
Between 4 - 10 years	34%	40	31%	34
More than 10 years	13%	15	15%	17
Number of Respondents	**116**		**110**	

	2019		2020	
Preferred method of communication - DHSI				
Individual Email	0%	0	82%	90
Blast/Distribution list email	0%	0	7%	8
Telephone	0%	0	5%	5
Webinar	0%	0	5%	5
Other	0%	0	2%	2
Number of Respondents	**0**		**110**	

CFI Group

Doctoral Dissertation Research Abroad (DDRA)
Score Table

	2020
Sample Size	**15**
ED Staff/Coordination	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	97
Responsiveness to your questions	67
Professionalism	90
Sufficiency of legal guidance in responses	79
Communication about changes that may affect your program	85
Consistency of responses with ED staff from different program offices	80
Collaboration with other ED programs or offices in providing relevant services	87
Online Resources	**67**
Ease of finding materials online	70
Quality of content	64
Ability to accomplish what you want on the site	69
Accuracy of search results	70
Ease of navigation	74
Look and feel/Visual appearance	60
Information in Application Package	**87**
Program Purpose	93
Program Priorities	93
Selection Criteria	90
Review Process	84
Budget Information and Forms	82
Deadline for Submission	92
Dollar Limit on Awards	79
Page Limitation Instructions	83
Formatting Instructions	81
Program Contact	93
Grant Performance Reporting Requirements	**66**
Clarity of reporting requirements	70
Ease of obtaining data you are required to report	69
Ease of submitting report(s) electronically	75
Availability of assistance in completing your report(s)	60
Usefulness of the data to help you improve your grant program/project	56
Your understanding of how ED uses your data	59
Technical Assistance	**75**
TA services provided in helping successfully implement grant programs/projects	75
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**71**
How satisfied are you with ED's products and services	80
How well ED`s products and services meet expectations	67
How well ED compares with ideal products and services	65
Trust	**79**
Level of trust in office to meet your organization`s needs	79

CFI Group

	2020
Sample Size	**15**
Doctoral Dissertation Research Abroad (DDRA)	
Responsiveness to your questions	72
Knowledge of relevant legislation, regulations, policies and procedures	91
Ability to resolve issues	83
Use of clear and concise written and verbal communication	76
Timely resolution of general programmatic and/or financial issues	73
Timeliness of the grant award notification	57
Availability of funds with adequate time for implementation	61
Transparency of how funds are distributed among grantees	73
Sufficiency of information provided to keep you informed	78
Frequency of communication	73
Clarity of communication	77
Supports instruction in fields needed to provide full understanding	98
Supports work in language aspects of professional and other fields of study	96
Supports research and training in international studies	99
Teaching of any modern foreign language	92
Instruction in fields needed to provide full understanding	99
Research and training in international studies	97
Language aspects of professional and other fields of study	91
Instruction and research on issues in world affairs	94

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	40%	6
Agree	0%	0	47%	7
Disagree	0%	0	13%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**15**	

	2019		2020	
Job role				
Project/State Director	0%	0	80%	12
School Officer	0%	0	7%	1
Grant Coordinator	0%	0	13%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**15**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	7%	1
Between 1 - 3 years	0%	0	20%	3
Between 4 - 10 years	0%	0	60%	9
More than 10 years	0%	0	13%	2
Number of Respondents	**0**		**15**	

	2019		2020	
Preferred method of communication - DDRAF				
Individual Email	0%	0	80%	12
Blast/Distribution list email	0%	0	7%	1
Telephone	0%	0	7%	1
Other	0%	0	7%	1
Number of Respondents	**0**		**15**	

Education for Homeless Children and Youth Program
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	19	37	35	36	32	29	29
ED Staff/Coordination	**89**	**91**	**86**	**93**	**88**	**87**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	92	95	91	97	90	90	94
Responsiveness to your questions	88	91	84	93	87	84	93
Professionalism	--	--	--	--	--	--	96
Sufficiency of legal guidance in responses	88	90	81	87	86	88	92
Communication about changes that may affect your program	--	--	--	--	--	--	93
Consistency of responses with ED staff from different program offices	84	86	91	95	88	88	--
Collaboration with other ED programs or offices in providing relevant services	89	86	91	93	85	84	92
Online Resources	**76**	**70**	**68**	**76**	**83**	**69**	**80**
Ease of finding materials online	74	68	65	79	85	72	80
Quality of content	--	--	--	--	--	--	80
Ability to accomplish what you want on the site	77	71	66	83	83	69	79
Accuracy of search results	--	--	--	--	--	--	81
Ease of navigation	74	69	66	74	80	65	81
Look and feel/Visual appearance	--	--	--	--	--	--	82
Documents	**83**	**86**	**81**	**89**	**83**	**88**	**86**
Clarity	78	86	80	91	83	89	91
Organization of information	83	88	84	93	83	90	91
Sufficiency of detail to meet your program needs	83	84	77	86	81	87	89
Relevance to your areas of need	87	89	84	93	87	89	86
Comprehensiveness in addressing the scope of issues that you face	82	85	80	86	81	83	88
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Clarity of reporting requirements	--	--	--	--	--	--	85
Ease of obtaining data you are required to report	--	--	--	--	--	--	81
Ease of submitting report(s) electronically	--	--	--	--	--	--	84
Availability of assistance in completing your report(s)	--	--	--	--	--	--	87
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	87
Your understanding of how ED uses your data	--	--	--	--	--	--	80
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**84**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	89
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	87
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	83
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	85
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	92
ACSI	**77**	**78**	**73**	**83**	**80**	**79**	**85**
How satisfied are you with ED's products and services	81	83	76	88	85	84	89
How well ED`s products and services meet expectations	78	74	71	82	76	76	83
How well ED compares with ideal products and services	73	76	71	79	77	76	82
Trust	**--**	**--**	**--**	**--**	**--**	**80**	**92**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	80	92

	2014	2015	2016	2017	2018	2019	2020
Sample Size	19	37	35	36	32	29	29
Education for Homeless Children and Youth Program							
Responsiveness in answering questions - Tech Assistance Center (NCHE)	96	96	95	100	98	91	94
Guidance provided in responses to questions - Tech Assistance Center (NCHE)	--	--	--	--	--	--	91
Meeting program compliance requirements - US Department of Education	90	87	84	92	88	88	87
Assisting you to impact performance results - US Department of Education	85	81	81	84	82	81	85
Support quality for collecting/submitting data - U.S. Department of Education	--	--	--	--	--	--	85
Meeting program compliance requirements - Tech Assistance Center (NCHE)	96	97	93	98	93	89	92
Assisting you to impact performance results - Tech Assistance Center (NCHE)	95	96	91	94	89	85	90
Support quality for collecting/submitting data - Tech Assistance Center (NCHE)	--	--	--	--	--	--	92

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	38%	11	72%	21
Agree	59%	17	21%	6
Disagree	3%	1	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	3%	1
Number of Respondents	**29**		**29**	

	2019		2020	
Job role				
Project/State Director	79%	23	76%	22
School Officer	0%	0	0%	0
Grant Coordinator	14%	4	10%	3
Superintendent	0%	0	0%	0
Business Manager	3%	1	0%	0
Other	3%	1	14%	4
Number of Respondents	**29**		**29**	

	2019		2020	
Length of time in role				
Less than one year	7%	2	10%	3
Between 1 - 3 years	24%	7	34%	10
Between 4 - 10 years	41%	12	31%	9
More than 10 years	28%	8	24%	7
Number of Respondents	**29**		**29**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	69%	20
Did not receive	0%	0	31%	9
Number of Respondents	**0**		**29**	

CFI Group

Education Innovation and Research Programs
Score Table

	2019	2020
Sample Size	**40**	**44**
ED Staff/Coordination	**84**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	84	82
Responsiveness to your questions	83	82
Professionalism	--	93
Sufficiency of legal guidance in responses	82	83
Communication about changes that may affect your program	--	87
Consistency of responses with ED staff from different program offices	81	--
Collaboration with other ED programs or offices in providing relevant services	85	80
Online Resources	**69**	**71**
Ease of finding materials online	69	70
Quality of content	--	71
Ability to accomplish what you want on the site	68	71
Accuracy of search results	--	73
Ease of navigation	69	71
Look and feel/Visual appearance	--	71
Documents	**74**	**72**
Clarity	76	74
Organization of information	75	75
Sufficiency of detail to meet your program needs	77	71
Relevance to your areas of need	72	70
Comprehensiveness in addressing the scope of issues that you face	69	70
Grant Performance Reporting Requirements	**--**	**74**
Clarity of reporting requirements	--	74
Ease of obtaining data you are required to report	--	73
Ease of submitting report(s) electronically	--	77
Availability of assistance in completing your report(s)	--	80
Usefulness of the data to help you improve your grant program/project	--	75
Your understanding of how ED uses your data	--	63
Technical Assistance	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	82
Enhancing staff skills needed for successful program management	--	73
Using evidence-based practices in implementing program activities	--	78
Assistance with developing resource materials for use in the program	--	71
Creating opportunities to share best practices via learning groups	--	69
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	85
ACSI	**75**	**74**
How satisfied are you with ED's products and services	80	81
How well ED`s products and services meet expectations	74	70
How well ED compares with ideal products and services	70	69
Trust	**81**	**84**
Level of trust in office to meet your organization`s needs	81	84
Education Innovation and Research Programs		
Assistance in improving your evaluation planning and implementation	--	86
Providing relevant information and ideas	--	86
Connecting with other experts or practitioners working on similar evaluations	--	74
Implementing a meaningful, rigorous evaluation	--	64
Gaining helpful tech assistance to conduct a meaningful, rigorous evaluation	--	80
Dissemination of resources and opportunities provided by i3/EIR	--	71
Communication/information is accessible and provided in timely/responsive manner	--	76

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	38%	15	39%	17
Agree	53%	21	57%	25
Disagree	8%	3	2%	1
Strongly disagree	0%	0	2%	1
Does not apply	3%	1	0%	0
Number of Respondents	**40**		**44**	

Job role				
Project/State Director	78%	31	89%	39
School Officer	0%	0	0%	0
Grant Coordinator	23%	9	9%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	2%	1
Number of Respondents	**40**		**44**	

Length of time in role				
Less than one year	3%	1	25%	11
Between 1 - 3 years	35%	14	32%	14
Between 4 - 10 years	45%	18	27%	12
More than 10 years	18%	7	16%	7
Number of Respondents	**40**		**44**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	20%	9
Did not receive	0%	0	80%	35
Number of Respondents	**0**		**44**	

EIR Cohort				
Early-phase	74%	23	55%	24
Mid-phase	23%	7	25%	11
Expansion	3%	1	9%	4
Development	0%	0	5%	2
Scale Up	0%	0	2%	1
Validation	0%	0	5%	2
Number of Respondents	**31**		**44**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	38	22	30	20	24	21	26
ED Staff/Coordination	**82**	**67**	**71**	**76**	**84**	**74**	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	88	73	72	85	85	73	82
Responsiveness to your questions	85	68	70	70	83	73	71
Professionalism	--	--	--	--	--	--	92
Sufficiency of legal guidance in responses	82	70	70	79	86	75	75
Communication about changes that may affect your program	--	--	--	--	--	--	75
Consistency of responses with ED staff from different program offices	75	64	71	71	82	71	--
Collaboration with other ED programs or offices in providing relevant services	74	59	65	74	85	68	73
Online Resources	**64**	**55**	**63**	**60**	**68**	**61**	**70**
Ease of finding materials online	60	56	64	59	67	62	69
Quality of content	--	--	--	--	--	--	73
Ability to accomplish what you want on the site	65	54	62	59	66	59	71
Accuracy of search results	--	--	--	--	--	--	68
Ease of navigation	62	52	59	60	66	60	68
Look and feel/Visual appearance	--	--	--	--	--	--	69
Documents	**69**	**69**	**72**	**62**	**69**	**72**	**76**
Clarity	69	72	74	63	69	75	78
Organization of information	72	70	75	68	71	75	79
Sufficiency of detail to meet your program needs	67	66	69	55	68	71	72
Relevance to your areas of need	72	69	74	65	72	75	79
Comprehensiveness in addressing the scope of issues that you face	65	66	67	57	66	64	68
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**65**
Clarity of reporting requirements	--	--	--	--	--	--	65
Ease of obtaining data you are required to report	--	--	--	--	--	--	65
Ease of submitting report(s) electronically	--	--	--	--	--	--	78
Availability of assistance in completing your report(s)	--	--	--	--	--	--	69
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	65
Your understanding of how ED uses your data	--	--	--	--	--	--	56
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**66**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	74
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	66
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	64
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	56
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	57
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	83
ACSI	**61**	**56**	**55**	**57**	**68**	**61**	**63**
How satisfied are you with ED's products and services	67	60	61	61	73	67	69
How well ED`s products and services meet expectations	59	52	50	54	66	61	59
How well ED compares with ideal products and services	57	55	52	54	63	53	60
Trust	**--**	**--**	**--**	**--**	**--**	**63**	**69**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	63	69
English Language Acquisition State Grants (Title III, Part A)							
Provides assistance that enhances capacity to implement	--	--	--	74	76	62	65
Provides support that is responsive to my State's needs to implement	--	--	--	65	70	64	62
Helps address implementation challenges	--	--	59	66	73	63	63
Provides information about key changes to requirements	--	--	--	72	77	73	75

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	10%	2	12%	3
Agree	57%	12	69%	18
Disagree	19%	4	15%	4
Strongly disagree	0%	0	0%	0
Does not apply	14%	3	4%	1
Number of Respondents	**21**		**26**	

	2019		2020	
Job role				
Project/State Director	90%	19	81%	21
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	8%	2
Superintendent	5%	1	0%	0
Business Manager	0%	0	0%	0
Other	5%	1	12%	3
Number of Respondents	**21**		**26**	

	2019		2020	
Length of time in role				
Less than one year	5%	1	8%	2
Between 1 - 3 years	29%	6	50%	13
Between 4 - 10 years	48%	10	27%	7
More than 10 years	19%	4	15%	4
Number of Respondents	**21**		**26**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	31%	8
Did not receive	0%	0	69%	18
Number of Respondents	**0**		**26**	

CFI Group

Foreign Language and Area Studies Fellowships Program
Score Table

	2016	2017	2018	2019	2020
Sample Size	81	0	0	0	92
ED Staff/Coordination	**85**	**--**	**--**	**--**	**96**
Knowledge of relevant legislation, regulations, policies, and procedures	86	--	--	--	98
Responsiveness to your questions	85	--	--	--	97
Professionalism	--	--	--	--	98
Sufficiency of legal guidance in responses	82	--	--	--	96
Communication about changes that may affect your program	--	--	--	--	94
Consistency of responses with ED staff from different program offices	82	--	--	--	93
Collaboration with other ED programs or offices in providing relevant services	89	--	--	--	94
Online Resources	**66**	**--**	**--**	**--**	**72**
Ease of finding materials online	65	--	--	--	74
Quality of content	--	--	--	--	75
Ability to accomplish what you want on the site	66	--	--	--	73
Accuracy of search results	--	--	--	--	74
Ease of navigation	66	--	--	--	71
Look and feel/Visual appearance	--	--	--	--	66
Information in Application Package	**86**	**--**	**--**	**--**	**86**
Program Purpose	87	--	--	--	86
Program Priorities	86	--	--	--	86
Selection Criteria	84	--	--	--	85
Review Process	81	--	--	--	78
Budget Information and Forms	84	--	--	--	80
Deadline for Submission	87	--	--	--	91
Dollar Limit on Awards	85	--	--	--	87
Page Limitation Instructions	87	--	--	--	87
Formatting Instructions	87	--	--	--	83
Program Contact	89	--	--	--	92
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**71**
Clarity of reporting requirements	--	--	--	--	80
Ease of obtaining data you are required to report	--	--	--	--	63
Ease of submitting report(s) electronically	--	--	--	--	80
Availability of assistance in completing your report(s)	--	--	--	--	78
Usefulness of the data to help you improve your grant program/project	--	--	--	--	68
Your understanding of how ED uses your data	--	--	--	--	58
Technical Assistance	**--**	**--**	**--**	**--**	**92**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	92
Enhancing staff skills needed for successful program management	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--
ACSI	**71**	**--**	**--**	**--**	**83**
How satisfied are you with ED's products and services	78	--	--	--	89
How well ED`s products and services meet expectations	68	--	--	--	80
How well ED compares with ideal products and services	64	--	--	--	78
Trust	**--**	**--**	**--**	**--**	**91**
Level of trust in office to meet your organization`s needs	--	--	--	--	91

CFI Group

	2016	2017	2018	2019	2020
Sample Size	81	0	0	0	92
Foreign Language and Area Studies Fellowships program					
Responsiveness to your questions	84	--	--	--	95
Knowledge of relevant legislation, regulations, policies and procedures	85	--	--	--	95
Ability to resolve issues	--	--	--	--	95
Use of clear and concise written and verbal communication	--	--	--	--	95
Timely resolution of general programmatic and/or financial issues	--	--	--	--	95
Timeliness of the grant award notification	--	--	--	--	72
Availability of funds with adequate time for implementation	--	--	--	--	73
Transparency of how funds are distributed among grantees	--	--	--	--	84
Sufficiency of information provided to keep you informed	--	--	--	--	92
Frequency of communication	--	--	--	--	89
Clarity of communication	--	--	--	--	92
Supports instruction in fields needed to provide full understanding	--	--	--	--	94
Supports work in language aspects of professional and other fields of study	--	--	--	--	94
Supports research and training in international studies	--	--	--	--	95
Teaching of any modern foreign language	--	--	--	--	95
Instruction in fields needed to provide full understanding	--	--	--	--	94
Research and training in international studies	--	--	--	--	93
Language aspects of professional and other fields of study	--	--	--	--	93
Instruction and research on issues in world affairs	--	--	--	--	93

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	52%	48
Agree	0%	0	47%	43
Disagree	0%	0	1%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**92**	

Job role				
Project/State Director	0%	0	33%	30
School Officer	0%	0	3%	3
Grant Coordinator	0%	0	47%	43
Superintendent	0%	0	0%	0
Business Manager	0%	0	7%	6
Other	0%	0	11%	10
Number of Respondents	**0**		**92**	

Length of time in role				
Less than one year	0%	0	7%	6
Between 1 - 3 years	0%	0	33%	30
Between 4 - 10 years	0%	0	29%	27
More than 10 years	0%	0	32%	29
Number of Respondents	**0**		**92**	

Preferred method of communication - FLAS				
Individual Email	0%	0	88%	81
Blast/Distribution list email	0%	0	4%	4
Telephone	0%	0	3%	3
Webinar	0%	0	3%	3
Other	0%	0	1%	1
Number of Respondents	**0**		**92**	

Full-Service Community Schools (ESEA IV-F-2, Section 4625) Program Score Table

	2020
Sample Size	**18**
ED Staff/Coordination	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	85
Professionalism	92
Sufficiency of legal guidance in responses	81
Communication about changes that may affect your program	86
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	87
Online Resources	**78**
Ease of finding materials online	78
Quality of content	81
Ability to accomplish what you want on the site	80
Accuracy of search results	80
Ease of navigation	79
Look and feel/Visual appearance	76
Documents	**85**
Clarity	85
Organization of information	84
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	90
Comprehensiveness in addressing the scope of issues that you face	89
Grant Performance Reporting Requirements	**71**
Clarity of reporting requirements	70
Ease of obtaining data you are required to report	70
Ease of submitting report(s) electronically	60
Availability of assistance in completing your report(s)	77
Usefulness of the data to help you improve your grant program/project	77
Your understanding of how ED uses your data	70
Technical Assistance	**78**
TA services provided in helping successfully implement grant programs/projects	83
Enhancing staff skills needed for successful program management	80
Using evidence-based practices in implementing program activities	80
Assistance with developing resource materials for use in the program	76
Creating opportunities to share best practices via learning groups	73
ED-Funded TA Provider helpfulness in your learning to implement grant project	78
ACSI	**79**
How satisfied are you with ED's products and services	85
How well ED`s products and services meet expectations	77
How well ED compares with ideal products and services	73
Trust	**85**
Level of trust in office to meet your organization`s needs	85
Full-service community schools (ESEA IV-F-2, section 4625) program	
ED Program Contacts quality of assistance	100

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	50%	9
Agree	0%	0	33%	6
Disagree	0%	0	6%	1
Strongly disagree	0%	0	6%	1
Does not apply	0%	0	6%	1
Number of Respondents	**0**		**18**	

Job role				
Project/State Director	0%	0	72%	13
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	11%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	17%	3
Number of Respondents	**0**		**18**	

Length of time in role				
Less than one year	0%	0	11%	2
Between 1 - 3 years	0%	0	56%	10
Between 4 - 10 years	0%	0	22%	4
More than 10 years	0%	0	11%	2
Number of Respondents	**0**		**18**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	17%	3
Did not receive	0%	0	83%	15
Number of Respondents	**0**		**18**	

Asked for assistance not related to fiscal or grant administration issues - FSCS				
Asked for assistance	0%	0	39%	7
Did not ask	0%	0	61%	11
Number of Respondents	**0**		**18**	

GEAR UP - Partnerships
Score Table

	2020
Sample Size	44
ED Staff/Coordination	**89**
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	85
Professionalism	93
Sufficiency of legal guidance in responses	88
Communication about changes that may affect your program	85
Consistency of responses with ED staff from different program offices	86
Collaboration with other ED programs or offices in providing relevant services	90
Online Resources	**72**
Ease of finding materials online	71
Quality of content	75
Ability to accomplish what you want on the site	73
Accuracy of search results	75
Ease of navigation	72
Look and feel/Visual appearance	65
Information in Application Package	**89**
Program Purpose	90
Program Priorities	89
Selection Criteria	87
Review Process	85
Budget Information and Forms	87
Deadline for Submission	91
Dollar Limit on Awards	89
Page Limitation Instructions	89
Formatting Instructions	87
Program Contact	90
Grant Performance Reporting Requirements	**73**
Clarity of reporting requirements	74
Ease of obtaining data you are required to report	71
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	74
Usefulness of the data to help you improve your grant program/project	74
Your understanding of how ED uses your data	67
Technical Assistance	**79**
TA services provided in helping successfully implement grant programs/projects	79
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**79**
How satisfied are you with ED's products and services	85
How well ED's products and services meet expectations	77
How well ED compares with ideal products and services	76
Trust	**86**
Level of trust in office to meet your organization`s needs	86

	2020
Sample Size	**44**
GEAR UP - Partnerships	
Responsiveness to your questions	81
Knowledge of relevant legislation, regulations, policies and procedures	86
Ability to resolve issues	85
Use of clear and concise written and verbal communication	84
Timely resolution of general programmatic and/or financial issues	84
Timeliness of the grant award notification	76
Availability of funds with adequate time for implementation	82
Transparency of how funds are distributed among grantees	84
Sufficiency of information provided to keep you informed	82
Frequency of communication	75
Clarity of communication	81

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	41%	18
Agree	0%	0	55%	24
Disagree	0%	0	2%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	2%	1
Number of Respondents	**0**		**44**	

Job role				
Project/State Director	0%	0	98%	43
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	2%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**44**	

Length of time in role				
Less than one year	0%	0	7%	3
Between 1 - 3 years	0%	0	57%	25
Between 4 - 10 years	0%	0	23%	10
More than 10 years	0%	0	14%	6
Number of Respondents	**0**		**44**	

Preferred method of communication - GEARPART				
Individual Email	0%	0	86%	38
Blast/Distribution list email	0%	0	2%	1
Telephone	0%	0	5%	2
Webinar	0%	0	5%	2
Other	0%	0	2%	1
Number of Respondents	**0**		**44**	

CFI Group

GEAR UP - State
Score Table

	2020
Sample Size	16
ED Staff/Coordination	**80**
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	77
Professionalism	94
Sufficiency of legal guidance in responses	79
Communication about changes that may affect your program	79
Consistency of responses with ED staff from different program offices	65
Collaboration with other ED programs or offices in providing relevant services	68
Online Resources	**60**
Ease of finding materials online	61
Quality of content	61
Ability to accomplish what you want on the site	60
Accuracy of search results	62
Ease of navigation	59
Look and feel/Visual appearance	56
Information in Application Package	**78**
Program Purpose	91
Program Priorities	81
Selection Criteria	82
Review Process	80
Budget Information and Forms	80
Deadline for Submission	79
Dollar Limit on Awards	77
Page Limitation Instructions	66
Formatting Instructions	64
Program Contact	79
Grant Performance Reporting Requirements	**52**
Clarity of reporting requirements	50
Ease of obtaining data you are required to report	47
Ease of submitting report(s) electronically	67
Availability of assistance in completing your report(s)	55
Usefulness of the data to help you improve your grant program/project	59
Your understanding of how ED uses your data	36
Technical Assistance	**60**
TA services provided in helping successfully implement grant programs/projects	60
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**64**
How satisfied are you with ED's products and services	70
How well ED`s products and services meet expectations	60
How well ED compares with ideal products and services	62
Trust	**74**
Level of trust in office to meet your organization`s needs	74

	2020
Sample Size	**16**
GEAR UP - State	
Responsiveness to your questions	76
Knowledge of relevant legislation, regulations, policies and procedures	69
Ability to resolve issues	69
Use of clear and concise written and verbal communication	71
Timely resolution of general programmatic and/or financial issues	68
Timeliness of the grant award notification	58
Availability of funds with adequate time for implementation	64
Transparency of how funds are distributed among grantees	54
Sufficiency of information provided to keep you informed	66
Frequency of communication	63
Clarity of communication	68

Demographic Table

Overall I am satisfied with the quality of EDs products and services	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Strongly agree	0%	0	13%	2
Agree	0%	0	56%	9
Disagree	0%	0	25%	4
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	6%	1
Number of Respondents	**0**		**16**	

Job role				
Project/State Director	0%	0	100%	16
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**16**	

Length of time in role				
Less than one year	0%	0	6%	1
Between 1 - 3 years	0%	0	6%	1
Between 4 - 10 years	0%	0	50%	8
More than 10 years	0%	0	38%	6
Number of Respondents	**0**		**16**	

Preferred method of communication - GEARSTATE				
Individual Email	0%	0	75%	12
Telephone	0%	0	6%	1
Webinar	0%	0	13%	2
Other	0%	0	6%	1
Number of Respondents	**0**		**16**	

Graduate Assistance in Areas of National Need Program
Score Table

	2020
Sample Size	**52**
ED Staff/Coordination	**95**
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	95
Professionalism	96
Sufficiency of legal guidance in responses	94
Communication about changes that may affect your program	94
Consistency of responses with ED staff from different program offices	97
Collaboration with other ED programs or offices in providing relevant services	97
Online Resources	**81**
Ease of finding materials online	81
Quality of content	81
Ability to accomplish what you want on the site	82
Accuracy of search results	81
Ease of navigation	80
Look and feel/Visual appearance	78
Information in Application Package	**91**
Program Purpose	91
Program Priorities	89
Selection Criteria	88
Review Process	89
Budget Information and Forms	86
Deadline for Submission	94
Dollar Limit on Awards	90
Page Limitation Instructions	94
Formatting Instructions	89
Program Contact	95
Grant Performance Reporting Requirements	**83**
Clarity of reporting requirements	86
Ease of obtaining data you are required to report	79
Ease of submitting report(s) electronically	92
Availability of assistance in completing your report(s)	85
Usefulness of the data to help you improve your grant program/project	81
Your understanding of how ED uses your data	75
Technical Assistance	**91**
TA services provided in helping successfully implement grant programs/projects	91
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**86**
How satisfied are you with ED's products and services	94
How well ED`s products and services meet expectations	82
How well ED compares with ideal products and services	80
Trust	**95**
Level of trust in office to meet your organization`s needs	95

CFI Group

	2020
Sample Size	**52**
Graduate Assistance in Areas of National Need Program	
Responsiveness to your questions	96
Knowledge of relevant legislation, regulations, policies and procedures	96
Ability to resolve issues	93
Use of clear and concise written and verbal communication	93
Timely resolution of general programmatic and/or financial issues	95
Timeliness of the grant award notification	87
Availability of funds with adequate time for implementation	73
Transparency of how funds are distributed among grantees	91
Sufficiency of information provided to keep you informed	91
Frequency of communication	91
Clarity of communication	93

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	81%	42
Agree	0%	0	19%	10
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**52**	

	2019		2020	
Job role				
Project/State Director	0%	0	87%	45
School Officer	0%	0	2%	1
Grant Coordinator	0%	0	6%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	6%	3
Number of Respondents	**0**		**52**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	10%	5
Between 1 - 3 years	0%	0	42%	22
Between 4 - 10 years	0%	0	15%	8
More than 10 years	0%	0	33%	17
Number of Respondents	**0**		**52**	

	2019		2020	
Preferred method of communication - GAANN				
Individual Email	0%	0	94%	49
Blast/Distribution list email	0%	0	2%	1
Telephone	0%	0	2%	1
Other	0%	0	2%	1
Number of Respondents	**0**		**52**	

Grants for State Assessments
Score Table

	2017	2018	2019	2020
Sample Size	17	32	32	29
ED Staff/Coordination	**73**	**82**	**84**	**92**
Knowledge of relevant legislation, regulations, policies, and procedures	75	84	87	94
Responsiveness to your questions	70	86	82	94
Professionalism	--	--	--	96
Sufficiency of legal guidance in responses	71	82	83	90
Communication about changes that may affect your program	--	--	--	88
Consistency of responses with ED staff from different program offices	69	81	72	--
Collaboration with other ED programs or offices in providing relevant services	70	78	77	87
Online Resources	**64**	**70**	**74**	**76**
Ease of finding materials online	61	63	74	76
Quality of content	--	--	--	80
Ability to accomplish what you want on the site	64	67	73	75
Accuracy of search results	--	--	--	74
Ease of navigation	63	66	70	71
Look and feel/Visual appearance	--	--	--	74
Documents	**69**	**76**	**80**	**84**
Clarity	71	76	79	84
Organization of information	69	79	81	85
Sufficiency of detail to meet your program needs	66	73	80	83
Relevance to your areas of need	71	77	82	86
Comprehensiveness in addressing the scope of issues that you face	66	71	80	81
Grant Performance Reporting Requirements	**--**	**--**	**--**	**81**
Clarity of reporting requirements	--	--	--	83
Ease of obtaining data you are required to report	--	--	--	80
Ease of submitting report(s) electronically	--	--	--	85
Availability of assistance in completing your report(s)	--	--	--	86
Usefulness of the data to help you improve your grant program/project	--	--	--	79
Your understanding of how ED uses your data	--	--	--	73
Technical Assistance	**--**	**--**	**--**	**83**
TA services provided in helping successfully implement grant programs/projects	--	--	--	87
Enhancing staff skills needed for successful program management	--	--	--	84
Using evidence-based practices in implementing program activities	--	--	--	85
Assistance with developing resource materials for use in the program	--	--	--	81
Creating opportunities to share best practices via learning groups	--	--	--	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	83
ACSI	**63**	**66**	**75**	**76**
How satisfied are you with ED's products and services	68	74	80	83
How well ED`s products and services meet expectations	61	62	72	73
How well ED compares with ideal products and services	58	60	70	70
Trust	**--**	**--**	**78**	**86**
Level of trust in office to meet your organization`s needs	--	--	78	86
Grants for State Assessments				
Provides assistance that enhances capacity to implement	68	69	77	79
Provides support that is responsive to my State's needs to implement	67	69	80	84
Helps address implementation challenges	60	66	75	83
Provides information about key changes to requirements	71	72	82	83

Demographic Table

Overall I am satisfied with the quality of EDs products and services	2019		2020	
	Percent	Frequency	Percent	Frequency
Strongly agree	34%	11	59%	17
Agree	59%	19	38%	11
Disagree	3%	1	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	3%	1	3%	1
Number of Respondents	**32**		**29**	

Job role				
Project/State Director	91%	29	100%	29
School Officer	0%	0	0%	0
Grant Coordinator	3%	1	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	6%	2	0%	0
Number of Respondents	**32**		**29**	

Length of time in role				
Less than one year	13%	4	17%	5
Between 1 - 3 years	31%	10	38%	11
Between 4 - 10 years	47%	15	38%	11
More than 10 years	9%	3	7%	2
Number of Respondents	**32**		**29**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	17%	5
Did not receive	0%	0	83%	24
Number of Respondents	**0**		**29**	

CFI Group

Group Projects Abroad Program
Score Table

	2020
Sample Size	**21**
ED Staff/Coordination	**95**
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	93
Professionalism	98
Sufficiency of legal guidance in responses	92
Communication about changes that may affect your program	93
Consistency of responses with ED staff from different program offices	95
Collaboration with other ED programs or offices in providing relevant services	98
Online Resources	**79**
Ease of finding materials online	79
Quality of content	81
Ability to accomplish what you want on the site	78
Accuracy of search results	79
Ease of navigation	79
Look and feel/Visual appearance	77
Information in Application Package	**91**
Program Purpose	91
Program Priorities	91
Selection Criteria	89
Review Process	88
Budget Information and Forms	82
Deadline for Submission	96
Dollar Limit on Awards	93
Page Limitation Instructions	93
Formatting Instructions	88
Program Contact	96
Grant Performance Reporting Requirements	**81**
Clarity of reporting requirements	81
Ease of obtaining data you are required to report	81
Ease of submitting report(s) electronically	85
Availability of assistance in completing your report(s)	84
Usefulness of the data to help you improve your grant program/project	82
Your understanding of how ED uses your data	70
Technical Assistance	**91**
TA services provided in helping successfully implement grant programs/projects	91
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**86**
How satisfied are you with ED's products and services	89
How well ED's products and services meet expectations	85
How well ED compares with ideal products and services	84
Trust	**96**
Level of trust in office to meet your organization's needs	96

	2020
Sample Size	**21**
Group Projects Abroad program	
Responsiveness to your questions	91
Knowledge of relevant legislation, regulations, policies and procedures	93
Ability to resolve issues	94
Use of clear and concise written and verbal communication	92
Timely resolution of general programmatic and/or financial issues	92
Timeliness of the grant award notification	92
Availability of funds with adequate time for implementation	95
Transparency of how funds are distributed among grantees	90
Sufficiency of information provided to keep you informed	92
Frequency of communication	87
Clarity of communication	90
Supports instruction in fields needed to provide full understanding	92
Supports work in language aspects of professional and other fields of study	84
Supports research and training in international studies	92
Teaching of any modern foreign language	92
Instruction in fields needed to provide full understanding	96
Research and training in international studies	92
Language aspects of professional and other fields of study	93

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	81%	17
Agree	0%	0	19%	4
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**21**	

	2019		2020	
Job role				
Project/State Director	0%	0	67%	14
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	14%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	5%	1
Other	0%	0	14%	3
Number of Respondents	**0**		**21**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	33%	7
Between 4 - 10 years	0%	0	19%	4
More than 10 years	0%	0	48%	10
Number of Respondents	**0**		**21**	

	2019		2020	
Preferred method of communication - GPA				
Individual Email	0%	0	86%	18
Telephone	0%	0	5%	1
Other	0%	0	10%	2
Number of Respondents	**0**		**21**	

High School Equivalency Program – Migrant Education
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	35	25	25	34	37	0	39
ED Staff/Coordination	**87**	**93**	**91**	**89**	**92**	**--**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	89	96	90	90	92	--	94
Responsiveness to your questions	85	94	89	89	93	--	87
Professionalism	--	--	--	--	--	--	97
Sufficiency of legal guidance in responses	87	92	90	89	93	--	92
Communication about changes that may affect your program	--	--	--	--	--	--	93
Consistency of responses with ED staff from different program offices	86	92	94	87	91	--	--
Collaboration with other ED programs or offices in providing relevant services	89	89	93	92	89	--	91
Online Resources	**86**	**85**	**83**	**80**	**77**	**--**	**83**
Ease of finding materials online	83	84	80	79	71	--	84
Quality of content	--	--	--	--	--	--	85
Ability to accomplish what you want on the site	87	85	84	81	74	--	83
Accuracy of search results	--	--	--	--	--	--	83
Ease of navigation	87	85	83	79	77	--	80
Look and feel/Visual appearance	--	--	--	--	--	--	83
Documents	**89**	**89**	**85**	**84**	**84**	**--**	**90**
Clarity	89	89	86	84	83	--	91
Organization of information	90	90	85	86	82	--	91
Sufficiency of detail to meet your program needs	90	88	86	84	85	--	89
Relevance to your areas of need	90	91	85	86	85	--	92
Comprehensiveness in addressing the scope of issues that you face	88	88	85	83	84	--	87
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**91**
Clarity of reporting requirements	--	--	--	--	--	--	91
Ease of obtaining data you are required to report	--	--	--	--	--	--	90
Ease of submitting report(s) electronically	--	--	--	--	--	--	92
Availability of assistance in completing your report(s)	--	--	--	--	--	--	94
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	88
Your understanding of how ED uses your data	--	--	--	--	--	--	91
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**86**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	91
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	86
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	82
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	83
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	89
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	94
ACSI	**80**	**81**	**85**	**82**	**80**	**--**	**88**
How satisfied are you with ED's products and services	85	85	88	86	84	--	92
How well ED`s products and services meet expectations	77	77	83	79	76	--	86
How well ED compares with ideal products and services	76	78	84	79	77	--	85
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**92**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	92
High School Equivalency Program - Migrant Education							
Accessibility and responsiveness of program staff	89	94	93	86	90	--	91
Timely resolution of questions by program staff	86	93	88	83	87	--	88
Clarity of information provided by program staff	89	93	88	86	88	--	89
Usefulness and relevance of technical assistance strategies	92	92	89	85	88	--	91
Usefulness of updated technical assistance resources pages on HEP.ed.gov	--	--	--	--	86	--	85

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	74%	29
Agree	0%	0	23%	9
Disagree	0%	0	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**39**	

Job role				
Project/State Director	0%	0	90%	35
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	10%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**39**	

Length of time in role				
Less than one year	0%	0	5%	2
Between 1 - 3 years	0%	0	26%	10
Between 4 - 10 years	0%	0	41%	16
More than 10 years	0%	0	28%	11
Number of Respondents	**0**		**39**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	5%	2
Did not receive	0%	0	95%	37
Number of Respondents	**0**		**39**	

HEP Cohort				
2016	0%	0	36%	14
2017	0%	0	3%	1
2019	0%	0	36%	14
2020	0%	0	26%	10
Number of Respondents	**0**		**39**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	23	22	34	36	31	36	22
ED Staff/Coordination	**77**	**80**	**88**	**85**	**88**	**82**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	83	86	90	87	89	82	84
Responsiveness to your questions	76	82	87	83	88	82	79
Professionalism	--	--	--	--	--	--	91
Sufficiency of legal guidance in responses	74	79	87	82	86	81	78
Communication about changes that may affect your program	--	--	--	--	--	--	83
Consistency of responses with ED staff from different program offices	67	77	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	81	80	--	--	89	79	85
Online Resources	**57**	**67**	**68**	**68**	**69**	**66**	**66**
Ease of finding materials online	51	62	63	62	68	65	63
Quality of content	--	--	--	--	--	--	76
Ability to accomplish what you want on the site	57	65	69	65	69	64	67
Accuracy of search results	--	--	--	--	--	--	63
Ease of navigation	51	66	63	64	64	65	62
Look and feel/Visual appearance	--	--	--	--	--	--	62
Documents	**66**	**74**	**71**	**76**	**75**	**78**	**73**
Clarity	66	71	74	77	76	79	74
Organization of information	68	75	74	77	76	80	77
Sufficiency of detail to meet your program needs	64	74	72	73	77	77	70
Relevance to your areas of need	72	78	70	79	76	78	77
Comprehensiveness in addressing the scope of issues that you face	61	70	66	75	72	74	65
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**73**
Clarity of reporting requirements	--	--	--	--	--	--	72
Ease of obtaining data you are required to report	--	--	--	--	--	--	72
Ease of submitting report(s) electronically	--	--	--	--	--	--	73
Availability of assistance in completing your report(s)	--	--	--	--	--	--	74
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	72
Your understanding of how ED uses your data	--	--	--	--	--	--	73
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**80**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	80
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	78
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	76
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	76
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	89
ACSI	**55**	**63**	**71**	**69**	**72**	**69**	**74**
How satisfied are you with ED's products and services	62	75	78	76	80	77	79
How well ED`s products and services meet expectations	53	58	69	66	70	64	72
How well ED compares with ideal products and services	48	55	65	62	65	64	69
Trust	**--**	**--**	**--**	**--**	**--**	**77**	**79**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	77	79

CFI Group

	2014	2015	2016	2017	2018	2019	2020
Sample Size	23	22	34	36	31	36	22
IDEA – Part C Infants and Toddlers with Disabilities Program							
Clarity of information received in developing applications and reports	73	--	--	82	81	74	84
Timeliness of responses	82	--	--	89	86	79	86
OSEP-funded TA provider	--	--	--	88	90	88	87
Education Department-funded TA provider	--	--	--	57	44	46	51
Professional associations	--	--	--	79	80	81	80
Conferences where research is presented	--	--	--	71	70	70	74
Books	--	--	--	59	48	55	49
Journal articles	--	--	--	63	59	60	60
Personal interaction with peers	--	--	--	82	79	80	87
IDEAS that work website	--	--	--	--	59	60	58
The Department`s new IDEA website	--	--	--	--	59	56	59
osep.grads360.org	--	--	--	--	76	70	62

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	25%	9	36%	8
Agree	61%	22	59%	13
Disagree	11%	4	5%	1
Strongly disagree	3%	1	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**36**		**22**	

Job role				
Project/State Director	83%	30	64%	14
School Officer	0%	0	0%	0
Grant Coordinator	8%	3	18%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	8%	3	18%	4
Number of Respondents	**36**		**22**	

Length of time in role				
Less than one year	11%	4	0%	0
Between 1 - 3 years	31%	11	27%	6
Between 4 - 10 years	33%	12	45%	10
More than 10 years	25%	9	27%	6
Number of Respondents	**36**		**22**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	77%	17
Did not receive	0%	0	23%	5
Number of Respondents	**0**		**22**	

Frequency of technical assistance and support from State lead - IDEA-Part C				
At least weekly	3%	1	0%	0
Monthly	47%	17	68%	15
Quarterly	33%	12	32%	7
Yearly	14%	5	0%	0
State Lead does not contact me	3%	1	0%	0
Number of Respondents	**36**		**22**	

Helpfulness if automated grant submission and approval process - IDEA-Part C				
Rated 0 - Not Helpful	0%	0	9%	2
Rated 1	3%	1	9%	2
Rated 3	0%	0	5%	1
Rated 4	19%	7	9%	2
Rated 5 - Very Helpful	72%	26	68%	15
Don´t know/Not applicable	6%	2	0%	0
Number of Respondents	**36**		**22**	

CFI Group

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	16	17	38	32	32	30	23
ED Staff/Coordination	**78**	**80**	**84**	**87**	**90**	**84**	**77**
Knowledge of relevant legislation, regulations, policies, and procedures	83	88	89	88	94	84	75
Responsiveness to your questions	72	79	83	85	89	85	80
Professionalism	--	--	--	--	--	--	87
Sufficiency of legal guidance in responses	79	76	79	84	89	83	73
Communication about changes that may affect your program	--	--	--	--	--	--	76
Consistency of responses with ED staff from different program offices	75	77	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	81	76	--	--	90	81	69
Online Resources	**53**	**63**	**65**	**66**	**73**	**64**	**64**
Ease of finding materials online	44	58	59	62	71	63	63
Quality of content	--	--	--	--	--	--	71
Ability to accomplish what you want on the site	53	63	63	65	72	63	65
Accuracy of search results	--	--	--	--	--	--	64
Ease of navigation	47	58	60	62	72	63	61
Look and feel/Visual appearance	--	--	--	--	--	--	64
Documents	**73**	**68**	**75**	**75**	**78**	**76**	**74**
Clarity	71	67	73	74	76	77	75
Organization of information	77	75	77	77	79	77	77
Sufficiency of detail to meet your program needs	70	64	74	73	76	73	71
Relevance to your areas of need	81	71	80	79	82	79	79
Comprehensiveness in addressing the scope of issues that you face	67	64	71	70	77	74	70
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**74**
Clarity of reporting requirements	--	--	--	--	--	--	77
Ease of obtaining data you are required to report	--	--	--	--	--	--	71
Ease of submitting report(s) electronically	--	--	--	--	--	--	76
Availability of assistance in completing your report(s)	--	--	--	--	--	--	79
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	74
Your understanding of how ED uses your data	--	--	--	--	--	--	69
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	77
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	74
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	72
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	71
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	72
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	93
ACSI	**63**	**61**	**66**	**69**	**75**	**71**	**71**
How satisfied are you with ED's products and services	73	67	72	77	81	76	75
How well ED`s products and services meet expectations	58	59	63	65	72	70	70
How well ED compares with ideal products and services	56	55	62	64	70	67	66
Trust	**--**	**--**	**--**	**--**	**--**	**81**	**75**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	81	75

	2014	2015	2016	2017	2018	2019	2020
Sample Size	16	17	38	32	32	30	23
IDEA – State Directors of Special Education (Part B) Program							
Clarity of information received in developing applications and reports	73	--	--	77	82	75	74
Timeliness of responses	79	--	--	81	86	79	79
OSEP-funded TA provider	--	--	--	82	88	85	89
Education Department-funded TA provider	--	--	--	57	57	62	68
Professional associations	--	--	--	81	83	81	80
Conferences where research is presented	--	--	--	75	75	74	68
Books	--	--	--	54	54	52	52
Journal articles	--	--	--	66	61	60	64
Personal interaction with peers	--	--	--	88	82	80	83
IDEAS that work website	--	--	--	--	73	61	68
The Department`s new IDEA website	--	--	--	--	74	60	65
osep.grads360.org	--	--	--	--	85	71	68

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	27%	8	35%	8
Agree	63%	19	61%	14
Disagree	7%	2	0%	0
Strongly disagree	3%	1	4%	1
Does not apply	0%	0	0%	0
Number of Respondents	**30**		**23**	

Job role				
Project/State Director	100%	30	91%	21
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	9%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**30**		**23**	

Length of time in role				
Less than one year	20%	6	9%	2
Between 1 - 3 years	33%	10	43%	10
Between 4 - 10 years	30%	9	26%	6
More than 10 years	17%	5	22%	5
Number of Respondents	**30**		**23**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	74%	17
Did not receive	0%	0	26%	6
Number of Respondents	**0**		**23**	

Frequency of technical assistance and support from State lead - IDEA-Part B				
At least weekly	3%	1	13%	3
Monthly	73%	22	52%	12
Quarterly	17%	5	26%	6
Yearly	3%	1	4%	1
State Lead does not contact me	3%	1	4%	1
Number of Respondents	**30**		**23**	

Frequency of policy discussion with OSEP staff - - IDEA-Part B				
At least weekly	7%	2	4%	1
Monthly	37%	11	43%	10
Quarterly	40%	12	22%	5
Yearly	10%	3	22%	5
Never	7%	2	9%	2
Number of Respondents	**30**		**23**	

IDEA National Centers Program
Score Table

	2020
Sample Size	**11**
ED Staff/Coordination	**92**
Knowledge of relevant legislation, regulations, policies, and procedures	99
Responsiveness to your questions	92
Professionalism	96
Sufficiency of legal guidance in responses	96
Communication about changes that may affect your program	92
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	92
Online Resources	**75**
Ease of finding materials online	75
Quality of content	80
Ability to accomplish what you want on the site	80
Accuracy of search results	74
Ease of navigation	74
Look and feel/Visual appearance	73
Documents	**81**
Clarity	79
Organization of information	83
Sufficiency of detail to meet your program needs	79
Relevance to your areas of need	85
Comprehensiveness in addressing the scope of issues that you face	78
Grant Performance Reporting Requirements	**79**
Clarity of reporting requirements	87
Ease of obtaining data you are required to report	81
Ease of submitting report(s) electronically	70
Availability of assistance in completing your report(s)	89
Usefulness of the data to help you improve your grant program/project	78
Your understanding of how ED uses your data	62
Technical Assistance	**83**
TA services provided in helping successfully implement grant programs/projects	90
Enhancing staff skills needed for successful program management	88
Using evidence-based practices in implementing program activities	81
Assistance with developing resource materials for use in the program	78
Creating opportunities to share best practices via learning groups	83
ED-Funded TA Provider helpfulness in your learning to implement grant project	100
ACSI	**78**
How satisfied are you with ED's products and services	84
How well ED`s products and services meet expectations	78
How well ED compares with ideal products and services	71
Trust	**87**
Level of trust in office to meet your organization`s needs	87

CFI Group

	2020
Sample Size	**11**
IDEA National Centers Program	
Clarity of information received in developing applications and reports	100
Timeliness of responses	100
OSEP-funded TA provider	97
Education Department-funded TA provider	78
Professional associations	95
Conferences where research is presented	92
Books	73
Journal Articles	79
Personal interaction with peers	84
IDEAs that work website	62
The Department's IDEA website	70
osep.grads360.org	50

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	64%	7
Agree	0%	0	36%	4
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**11**	

	2019		2020	
Job role				
Project/State Director	0%	0	91%	10
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	9%	1
Number of Respondents	**0**		**11**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	18%	2
Between 4 - 10 years	0%	0	36%	4
More than 10 years	0%	0	45%	5
Number of Respondents	**0**		**11**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	9%	1
Did not receive	0%	0	91%	10
Number of Respondents	**0**		**11**	

	2019		2020	
Frequency of tech assistance from State lead - IDEA - NAT				
Monthly	0%	0	45%	5
State Lead does not contact me	0%	0	55%	6
Number of Respondents	**0**		**11**	

	2019		2020	
Helpfulness if automated grant submission and approval process - IDEA - NAT				
Rated 3	0%	0	64%	7
Rated 4	0%	0	27%	3
Rated 5 - Very Helpful	0%	0	9%	1
Number of Respondents	**0**		**11**	

Immediate Aid to Restart School Operations
Score Table

	2020
Sample Size	**5**
ED Staff/Coordination	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	89
Professionalism	100
Sufficiency of legal guidance in responses	89
Communication about changes that may affect your program	93
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	89
Online Resources	**77**
Ease of finding materials online	82
Quality of content	80
Ability to accomplish what you want on the site	78
Accuracy of search results	72
Ease of navigation	73
Look and feel/Visual appearance	80
Documents	**81**
Clarity	80
Organization of information	82
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	84
Comprehensiveness in addressing the scope of issues that you face	76
Grant Performance Reporting Requirements	**76**
Clarity of reporting requirements	73
Ease of obtaining data you are required to report	73
Ease of submitting report(s) electronically	91
Availability of assistance in completing your report(s)	84
Usefulness of the data to help you improve your grant program/project	69
Your understanding of how ED uses your data	62
Technical Assistance	**84**
TA services provided in helping successfully implement grant programs/projects	91
Enhancing staff skills needed for successful program management	84
Using evidence-based practices in implementing program activities	72
Assistance with developing resource materials for use in the program	87
Creating opportunities to share best practices via learning groups	75
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**81**
How satisfied are you with ED's products and services	87
How well ED`s products and services meet expectations	82
How well ED compares with ideal products and services	73
Trust	**91**
Level of trust in office to meet your organization`s needs	91

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	60%	3
Agree	0%	0	40%	2
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**5**	

Job role				
Project/State Director	0%	0	100%	5
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**5**	

Length of time in role				
Less than one year	0%	0	20%	1
Between 1 - 3 years	0%	0	40%	2
Between 4 - 10 years	0%	0	0%	0
More than 10 years	0%	0	40%	2
Number of Respondents	**0**		**5**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	0%	0
Did not receive	0%	0	100%	5
Number of Respondents	**0**		**5**	

RESTART Cohort				
2018	0%	0	60%	3
2019	0%	0	40%	2
Number of Respondents	**0**		**5**	

Areas would like tech assistance - RESTART				
Use of funds	0%	0	60%	3
Subrecipient technical assistance or monitoring and oversight	0%	0	40%	2
Number of Respondents	**0**		**5**	

Preferred method to receive information - RESTART				
In-person during convenings or meetings	0%	0	20%	1
Written communication sent through a listserv	0%	0	60%	3
Webinars or virtual presentations	0%	0	20%	1
Number of Respondents	**0**		**5**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	18	15	39	20	23	24	21
ED Staff/Coordination	**83**	**86**	**70**	**77**	**75**	**75**	**79**
Knowledge of relevant legislation, regulations, policies, and procedures	84	88	69	78	74	78	81
Responsiveness to your questions	79	84	66	69	71	67	66
Professionalism	--	--	--	--	--	--	89
Sufficiency of legal guidance in responses	83	87	71	81	73	73	74
Communication about changes that may affect your program	--	--	--	--	--	--	81
Consistency of responses with ED staff from different program offices	80	85	72	81	74	75	--
Collaboration with other ED programs or offices in providing relevant services	82	81	70	81	74	72	79
Online Resources	**62**	**66**	**65**	**68**	**54**	**55**	**61**
Ease of finding materials online	56	60	59	65	48	51	63
Quality of content	--	--	--	--	--	--	68
Ability to accomplish what you want on the site	59	67	64	67	50	55	59
Accuracy of search results	--	--	--	--	--	--	58
Ease of navigation	57	59	63	66	53	54	59
Look and feel/Visual appearance	--	--	--	--	--	--	60
Documents	**71**	**83**	**69**	**78**	**64**	**69**	**79**
Clarity	72	81	70	78	66	68	78
Organization of information	73	82	72	79	67	69	79
Sufficiency of detail to meet your program needs	69	85	68	76	59	66	79
Relevance to your areas of need	72	85	70	79	65	75	81
Comprehensiveness in addressing the scope of issues that you face	68	81	65	78	61	65	77
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**63**
Clarity of reporting requirements	--	--	--	--	--	--	67
Ease of obtaining data you are required to report	--	--	--	--	--	--	61
Ease of submitting report(s) electronically	--	--	--	--	--	--	73
Availability of assistance in completing your report(s)	--	--	--	--	--	--	64
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	60
Your understanding of how ED uses your data	--	--	--	--	--	--	54
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**69**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	74
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	68
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	64
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	64
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	63
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	87
ACSI	**63**	**68**	**58**	**66**	**57**	**59**	**64**
How satisfied are you with ED's products and services	69	76	65	72	61	65	70
How well ED`s products and services meet expectations	62	66	55	65	57	54	60
How well ED compares with ideal products and services	59	61	54	61	54	57	60
Trust	**--**	**--**	**--**	**--**	**--**	**63**	**71**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	63	71
Improving Basic Programs Operated by Local Educational Agencies Program							
Provides assistance that enhances capacity to implement	--	--	--	63	71	69	68
Provides support that is responsive to my State's needs to implement	--	--	--	61	64	67	65
Helps address implementation challenges	--	--	54	67	60	65	66
Provides information about key changes to requirements	--	--	--	69	67	68	69

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	17%	4	5%	1
Agree	58%	14	86%	18
Disagree	13%	3	10%	2
Strongly disagree	13%	3	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**24**		**21**	

	2019		2020	
Job role				
Project/State Director	100%	24	95%	20
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	5%	1
Number of Respondents	**24**		**21**	

	2019		2020	
Length of time in role				
Less than one year	13%	3	14%	3
Between 1 - 3 years	38%	9	33%	7
Between 4 - 10 years	29%	7	33%	7
More than 10 years	21%	5	19%	4
Number of Respondents	**24**		**21**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	48%	10
Did not receive	0%	0	52%	11
Number of Respondents	**0**		**21**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	27	58	91	73	56	49	72
ED Staff/Coordination	**88**	**87**	**87**	**87**	**85**	**86**	**86**
Knowledge of relevant legislation, regulations, policies, and procedures	87	87	87	87	85	87	88
Responsiveness to your questions	88	89	88	89	87	88	86
Professionalism	--	--	--	--	--	--	92
Sufficiency of legal guidance in responses	87	85	86	85	83	83	85
Communication about changes that may affect your program	--	--	--	--	--	--	84
Consistency of responses with ED staff from different program offices	85	88	87	84	85	81	--
Collaboration with other ED programs or offices in providing relevant services	90	89	85	85	83	80	83
Online Resources	**85**	**81**	**82**	**83**	**79**	**71**	**79**
Ease of finding materials online	80	78	77	82	74	68	78
Quality of content	--	--	--	--	--	--	82
Ability to accomplish what you want on the site	86	83	83	84	80	71	81
Accuracy of search results	--	--	--	--	--	--	78
Ease of navigation	83	81	82	83	82	70	80
Look and feel/Visual appearance	--	--	--	--	--	--	79
Documents	**83**	**82**	**83**	**81**	**78**	**78**	**81**
Clarity	82	80	82	81	78	79	82
Organization of information	82	82	84	81	81	78	84
Sufficiency of detail to meet your program needs	84	83	83	82	77	79	81
Relevance to your areas of need	85	83	84	82	79	78	81
Comprehensiveness in addressing the scope of issues that you face	83	80	83	82	76	78	79
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**77**
Clarity of reporting requirements	--	--	--	--	--	--	78
Ease of obtaining data you are required to report	--	--	--	--	--	--	74
Ease of submitting report(s) electronically	--	--	--	--	--	--	84
Availability of assistance in completing your report(s)	--	--	--	--	--	--	81
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	75
Your understanding of how ED uses your data	--	--	--	--	--	--	68
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	83
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	75
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	75
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	71
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	71
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	85
ACSI	**80**	**80**	**80**	**80**	**74**	**75**	**77**
How satisfied are you with ED's products and services	84	84	84	84	81	81	81
How well ED`s products and services meet expectations	74	79	78	78	70	72	75
How well ED compares with ideal products and services	79	77	79	77	71	69	74
Trust	**--**	**--**	**--**	**--**	**--**	**79**	**83**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	79	83
Indian Education Formula Grants to Local Education Agencies Program							
Timeliness of staff	--	--	89	90	87	85	90
Quality of support	--	--	88	91	85	84	85
Comprehensiveness of documents	--	--	87	89	83	82	86
Ease of using EASIE system	--	--	89	89	82	84	84
Quality of training via webinars	--	--	86	87	80	81	81

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	39%	19	42%	30
Agree	51%	25	46%	33
Disagree	8%	4	10%	7
Strongly disagree	0%	0	1%	1
Does not apply	2%	1	1%	1
Number of Respondents	**49**		**72**	

Job role				
Project/State Director	8%	4	10%	7
School Officer	6%	3	0%	0
Grant Coordinator	53%	26	53%	38
Superintendent	14%	7	18%	13
Business Manager	4%	2	6%	4
Other	14%	7	14%	10
Number of Respondents	**49**		**72**	

Length of time in role				
Less than one year	0%	0	1%	1
Between 1 - 3 years	33%	16	21%	15
Between 4 - 10 years	35%	17	38%	27
More than 10 years	33%	16	40%	29
Number of Respondents	**49**		**72**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	11%	8
Did not receive	0%	0	89%	64
Number of Respondents	**0**		**72**	

OIE Cohort				
BCG-I	7%	3	4%	3
LEA	74%	34	82%	59
LEA-C	7%	3	1%	1
T-M	4%	2	3%	2
T-S	9%	4	7%	5
BO-I	0%	0	3%	2
Number of Respondents	**46**		**72**	

Innovative Approaches to Literacy Program
Score Table

	2017	2018	2019	2020
Sample Size	**20**	**19**	**0**	**31**
ED Staff/Coordination	**97**	**97**	**--**	**90**
Knowledge of relevant legislation, regulations, policies, and procedures	97	95	--	91
Responsiveness to your questions	97	98	--	86
Professionalism	--	--	--	95
Sufficiency of legal guidance in responses	99	97	--	91
Communication about changes that may affect your program	--	--	--	89
Consistency of responses with ED staff from different program offices	97	95	--	--
Collaboration with other ED programs or offices in providing relevant services	96	94	--	85
Online Resources	**86**	**89**	**--**	**84**
Ease of finding materials online	87	86	--	82
Quality of content	--	--	--	87
Ability to accomplish what you want on the site	88	91	--	83
Accuracy of search results	--	--	--	84
Ease of navigation	83	89	--	83
Look and feel/Visual appearance	--	--	--	83
Documents	**86**	**91**	**--**	**89**
Clarity	86	90	--	88
Organization of information	84	90	--	88
Sufficiency of detail to meet your program needs	87	91	--	90
Relevance to your areas of need	87	91	--	88
Comprehensiveness in addressing the scope of issues that you face	86	92	--	88
Grant Performance Reporting Requirements	**--**	**--**	**--**	**83**
Clarity of reporting requirements	--	--	--	84
Ease of obtaining data you are required to report	--	--	--	84
Ease of submitting report(s) electronically	--	--	--	80
Availability of assistance in completing your report(s)	--	--	--	84
Usefulness of the data to help you improve your grant program/project	--	--	--	87
Your understanding of how ED uses your data	--	--	--	78
Technical Assistance	**--**	**--**	**--**	**88**
TA services provided in helping successfully implement grant programs/projects	--	--	--	90
Enhancing staff skills needed for successful program management	--	--	--	89
Using evidence-based practices in implementing program activities	--	--	--	89
Assistance with developing resource materials for use in the program	--	--	--	91
Creating opportunities to share best practices via learning groups	--	--	--	82
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100
ACSI	**85**	**87**	**--**	**88**
How satisfied are you with ED's products and services	93	92	--	91
How well ED`s products and services meet expectations	81	87	--	86
How well ED compares with ideal products and services	81	82	--	85
Trust	**--**	**--**	**--**	**94**
Level of trust in office to meet your organization`s needs	--	--	--	94
Innovative Approaches to Literacy Program				
Responsiveness to questions	97	97	--	86
Quality of information or feedback received from IAL program staff	96	95	--	88
Overall satisfaction with service provided by the representative	98	97	--	89
Helpfulness of project implementation and evaluation	--	--	--	86
Helpfulness of performance reporting	--	--	--	85

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	74%	23
Agree	0%	0	26%	8
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**31**	

Job role				
Project/State Director	0%	0	58%	18
School Officer	0%	0	3%	1
Grant Coordinator	0%	0	23%	7
Superintendent	0%	0	6%	2
Business Manager	0%	0	3%	1
Other	0%	0	6%	2
Number of Respondents	**0**		**31**	

Length of time in role				
Less than one year	0%	0	6%	2
Between 1 - 3 years	0%	0	65%	20
Between 4 - 10 years	0%	0	19%	6
More than 10 years	0%	0	10%	3
Number of Respondents	**0**		**31**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	6%	2
Did not receive	0%	0	94%	29
Number of Respondents	**0**		**31**	

Javits Program
Score Table

	2018	2019	2020
Sample Size	23	0	30
ED Staff/Coordination	**78**	**--**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	83	--	82
Responsiveness to your questions	77	--	81
Professionalism	--	--	87
Sufficiency of legal guidance in responses	92	--	82
Communication about changes that may affect your program	--	--	83
Consistency of responses with ED staff from different program offices	84	--	--
Collaboration with other ED programs or offices in providing relevant services	90	--	84
Online Resources	**72**	**--**	**73**
Ease of finding materials online	67	--	72
Quality of content	--	--	71
Ability to accomplish what you want on the site	73	--	73
Accuracy of search results	--	--	77
Ease of navigation	75	--	74
Look and feel/Visual appearance	--	--	76
Documents	**78**	**--**	**69**
Clarity	75	--	71
Organization of information	82	--	73
Sufficiency of detail to meet your program needs	78	--	68
Relevance to your areas of need	81	--	75
Comprehensiveness in addressing the scope of issues that you face	75	--	68
Grant Performance Reporting Requirements	**--**	**--**	**68**
Clarity of reporting requirements	--	--	73
Ease of obtaining data you are required to report	--	--	68
Ease of submitting report(s) electronically	--	--	66
Availability of assistance in completing your report(s)	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	67
Your understanding of how ED uses your data	--	--	48
Technical Assistance	**--**	**--**	**68**
TA services provided in helping successfully implement grant programs/projects	--	--	76
Enhancing staff skills needed for successful program management	--	--	65
Using evidence-based practices in implementing program activities	--	--	68
Assistance with developing resource materials for use in the program	--	--	61
Creating opportunities to share best practices via learning groups	--	--	56
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	100
ACSI	**72**	**--**	**69**
How satisfied are you with ED's products and services	80	--	75
How well ED`s products and services meet expectations	70	--	69
How well ED compares with ideal products and services	64	--	62
Trust	**--**	**--**	**80**
Level of trust in office to meet your organization`s needs	--	--	80
Javits Program			
Timeliness and Responsiveness of general programmatic and financial issues	65	--	75
Quality of information or feedback received from Javits program staff	62	--	81
Knowledge and ability to assist with submission of interim performance report	72	--	82
Overall satisfaction with service provided by the representative	63	--	78
Frequency of communication	62	--	73

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	33%	10
Agree	0%	0	43%	13
Disagree	0%	0	20%	6
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	3%	1
Number of Respondents	**0**		**30**	

Job role				
Project/State Director	0%	0	53%	16
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	20%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	27%	8
Number of Respondents	**0**		**30**	

Length of time in role				
Less than one year	0%	0	3%	1
Between 1 - 3 years	0%	0	30%	9
Between 4 - 10 years	0%	0	33%	10
More than 10 years	0%	0	33%	10
Number of Respondents	**0**		**30**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	3%	1
Did not receive	0%	0	97%	29
Number of Respondents	**0**		**30**	

Language Resource Centers Program
Score Table

	2020
Sample Size	**7**
ED Staff/Coordination	**95**
Knowledge of relevant legislation, regulations, policies, and procedures	98
Responsiveness to your questions	100
Professionalism	100
Sufficiency of legal guidance in responses	100
Communication about changes that may affect your program	87
Consistency of responses with ED staff from different program offices	92
Collaboration with other ED programs or offices in providing relevant services	87
Online Resources	**89**
Ease of finding materials online	90
Quality of content	90
Ability to accomplish what you want on the site	94
Accuracy of search results	93
Ease of navigation	87
Look and feel/Visual appearance	79
Information in Application Package	**93**
Program Purpose	95
Program Priorities	95
Selection Criteria	95
Review Process	87
Budget Information and Forms	87
Deadline for Submission	97
Dollar Limit on Awards	97
Page Limitation Instructions	92
Formatting Instructions	84
Program Contact	97
Grant Performance Reporting Requirements	**80**
Clarity of reporting requirements	81
Ease of obtaining data you are required to report	81
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	90
Usefulness of the data to help you improve your grant program/project	75
Your understanding of how ED uses your data	71
Technical Assistance	**94**
TA services provided in helping successfully implement grant programs/projects	94
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**86**
How satisfied are you with ED's products and services	89
How well ED`s products and services meet expectations	86
How well ED compares with ideal products and services	83
Trust	**97**
Level of trust in office to meet your organization`s needs	97

CFI Group

	2020
Sample Size	**7**
Language Resource Centers program	
Responsiveness to your questions	98
Knowledge of relevant legislation, regulations, policies and procedures	100
Ability to resolve issues	100
Use of clear and concise written and verbal communication	100
Timely resolution of general programmatic and/or financial issues	100
Timeliness of the grant award notification	81
Availability of funds with adequate time for implementation	78
Transparency of how funds are distributed among grantees	84
Sufficiency of information provided to keep you informed	94
Frequency of communication	94
Clarity of communication	95
Supports instruction in fields needed to provide full understanding	87
Supports work in language aspects of professional and other fields of study	87
Supports research and training in international studies	83
Teaching of any modern foreign language	95
Instruction in fields needed to provide full understanding	90
Research and training in international studies	84
Language aspects of professional and other fields of study	90
Instruction and research on issues in world affairs	75

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	86%	6
Agree	0%	0	14%	1
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**7**	

	2019		2020	
Job role				
Project/State Director	0%	0	100%	7
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**7**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	14%	1
Between 4 - 10 years	0%	0	71%	5
More than 10 years	0%	0	14%	1
Number of Respondents	**0**		**7**	

	2019		2020	
Preferred method of communication - LRC				
Individual Email	0%	0	100%	7
Number of Respondents	**0**		**7**	

Magnet Schools Assistance Program
Score Table

	2019	2020
Sample Size	**29**	**33**
ED Staff/Coordination	**84**	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	84	87
Responsiveness to your questions	80	79
Professionalism	--	96
Sufficiency of legal guidance in responses	87	86
Communication about changes that may affect your program	--	88
Consistency of responses with ED staff from different program offices	80	--
Collaboration with other ED programs or offices in providing relevant services	82	90
Online Resources	**75**	**83**
Ease of finding materials online	75	82
Quality of content	--	83
Ability to accomplish what you want on the site	77	83
Accuracy of search results	--	83
Ease of navigation	75	81
Look and feel/Visual appearance	--	87
Documents	**81**	**85**
Clarity	79	87
Organization of information	82	89
Sufficiency of detail to meet your program needs	81	84
Relevance to your areas of need	85	85
Comprehensiveness in addressing the scope of issues that you face	82	80
Grant Performance Reporting Requirements	**--**	**84**
Clarity of reporting requirements	--	87
Ease of obtaining data you are required to report	--	77
Ease of submitting report(s) electronically	--	89
Availability of assistance in completing your report(s)	--	89
Usefulness of the data to help you improve your grant program/project	--	81
Your understanding of how ED uses your data	--	80
Technical Assistance	**--**	**82**
TA services provided in helping successfully implement grant programs/projects	--	85
Enhancing staff skills needed for successful program management	--	81
Using evidence-based practices in implementing program activities	--	81
Assistance with developing resource materials for use in the program	--	79
Creating opportunities to share best practices via learning groups	--	80
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	76
ACSI	**79**	**79**
How satisfied are you with ED's products and services	83	82
How well ED`s products and services meet expectations	78	77
How well ED compares with ideal products and services	77	76
Trust	**83**	**86**
Level of trust in office to meet your organization`s needs	83	86
Magnet Schools Assistance Program		
Program Officer quality of assistance	94	83
Program Officer responsiveness	79	80
MSAP Center technical assistance support	85	86
GRADS 360 system	60	62
Overall effectiveness of assistance received from MSAP	82	83

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	45%	13	48%	16
Agree	41%	12	39%	13
Disagree	7%	2	12%	4
Strongly disagree	7%	2	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**29**		**33**	

Job role				
Project/State Director	76%	22	76%	25
School Officer	0%	0	0%	0
Grant Coordinator	21%	6	15%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	3%	1	9%	3
Number of Respondents	**29**		**33**	

Length of time in role				
Less than one year	7%	2	6%	2
Between 1 - 3 years	55%	16	52%	17
Between 4 - 10 years	34%	10	33%	11
More than 10 years	3%	1	9%	3
Number of Respondents	**29**		**33**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	21%	7
Did not receive	0%	0	79%	26
Number of Respondents	**0**		**33**	

MSAP Cohort				
FY 2016	0%	0	15%	5
FY 2017	0%	0	73%	24
FY 2018	0%	0	12%	4
Number of Respondents	**0**		**33**	

Asked for assistance in areas unrelated to fiscal or grant admin issues - MSA				
Asked	14%	4	24%	8
Did not ask	86%	25	76%	25
Number of Respondents	**29**		**33**	

Mental Health Demonstration Grants
Score Table

	2020
Sample Size	19
ED Staff/Coordination	**89**
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	84
Professionalism	96
Sufficiency of legal guidance in responses	86
Communication about changes that may affect your program	88
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	91
Online Resources	**80**
Ease of finding materials online	78
Quality of content	84
Ability to accomplish what you want on the site	80
Accuracy of search results	80
Ease of navigation	79
Look and feel/Visual appearance	82
Documents	**83**
Clarity	87
Organization of information	84
Sufficiency of detail to meet your program needs	83
Relevance to your areas of need	83
Comprehensiveness in addressing the scope of issues that you face	80
Grant Performance Reporting Requirements	**77**
Clarity of reporting requirements	78
Ease of obtaining data you are required to report	75
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	83
Usefulness of the data to help you improve your grant program/project	77
Your understanding of how ED uses your data	71
Technical Assistance	**88**
TA services provided in helping successfully implement grant programs/projects	88
Enhancing staff skills needed for successful program management	87
Using evidence-based practices in implementing program activities	88
Assistance with developing resource materials for use in the program	88
Creating opportunities to share best practices via learning groups	90
ED-Funded TA Provider helpfulness in your learning to implement grant project	94
ACSI	**78**
How satisfied are you with ED's products and services	82
How well ED`s products and services meet expectations	75
How well ED compares with ideal products and services	77
Trust	**85**
Level of trust in office to meet your organization`s needs	85
Mental Health Demonstration Grants program	
Responsiveness to questions about program requirements	84
Timeliness in returning phone calls and responding to emails	84
Effectiveness in providing technical assistance or guidance	85
Frequency of communicating	81
Technical assistance - relevance and usefulness	85
Technical assistance - frequency of communication	84
Use of technology to deliver services	84

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	58%	11
Agree	0%	0	37%	7
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	5%	1
Number of Respondents	**0**		**19**	

	2019		2020	
Job role				
Project/State Director	0%	0	63%	12
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	21%	4
Superintendent	0%	0	11%	2
Business Manager	0%	0	0%	0
Other	0%	0	5%	1
Number of Respondents	**0**		**19**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	11%	2
Between 1 - 3 years	0%	0	63%	12
Between 4 - 10 years	0%	0	16%	3
More than 10 years	0%	0	11%	2
Number of Respondents	**0**		**19**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	32%	6
Did not receive	0%	0	68%	13
Number of Respondents	**0**		**19**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	34	30	33	37	32	35	34
ED Staff/Coordination	**83**	**80**	**82**	**87**	**92**	**86**	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	85	86	86	91	93	88	92
Responsiveness to your questions	81	77	81	85	90	83	73
Professionalism	--	--	--	--	--	--	93
Sufficiency of legal guidance in responses	85	79	77	87	93	88	78
Communication about changes that may affect your program	--	--	--	--	--	--	87
Consistency of responses with ED staff from different program offices	82	80	86	90	91	89	--
Collaboration with other ED programs or offices in providing relevant services	77	72	81	84	92	86	84
Online Resources	**66**	**59**	**61**	**75**	**82**	**80**	**74**
Ease of finding materials online	63	55	58	77	83	81	75
Quality of content	--	--	--	--	--	--	76
Ability to accomplish what you want on the site	65	59	62	78	80	79	73
Accuracy of search results	--	--	--	--	--	--	74
Ease of navigation	64	54	61	76	81	79	72
Look and feel/Visual appearance	--	--	--	--	--	--	73
Documents	**76**	**74**	**78**	**81**	**88**	**86**	**87**
Clarity	76	71	79	83	87	86	87
Organization of information	78	76	79	85	89	87	89
Sufficiency of detail to meet your program needs	75	74	80	77	89	85	87
Relevance to your areas of need	78	78	79	82	87	88	88
Comprehensiveness in addressing the scope of issues that you face	74	71	75	78	86	86	84
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**76**
Clarity of reporting requirements	--	--	--	--	--	--	76
Ease of obtaining data you are required to report	--	--	--	--	--	--	72
Ease of submitting report(s) electronically	--	--	--	--	--	--	81
Availability of assistance in completing your report(s)	--	--	--	--	--	--	78
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	74
Your understanding of how ED uses your data	--	--	--	--	--	--	72
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**79**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	80
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	81
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	78
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	77
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	80
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	70
ACSI	**68**	**64**	**72**	**75**	**79**	**79**	**78**
How satisfied are you with ED's products and services	73	70	79	80	85	85	81
How well ED`s products and services meet expectations	65	61	70	72	77	77	78
How well ED compares with ideal products and services	64	59	66	71	75	76	75
Trust	**--**	**--**	**--**	**--**	**--**	**78**	**85**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	78	85

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	57%	20	47%	16
Agree	34%	12	41%	14
Disagree	6%	2	12%	4
Strongly disagree	3%	1	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**35**		**34**	

Job role				
Project/State Director	100%	35	94%	32
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	3%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	3%	1
Number of Respondents	**35**		**34**	

Length of time in role				
Less than one year	11%	4	6%	2
Between 1 - 3 years	37%	13	38%	13
Between 4 - 10 years	40%	14	38%	13
More than 10 years	11%	4	18%	6
Number of Respondents	**35**		**34**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	9%	3
Did not receive	0%	0	91%	31
Number of Respondents	**0**		**34**	

Minority Science and Engineering Improvement Program
Score Table

	2017	2018	2019	2020
Sample Size	**27**	**0**	**0**	**29**
ED Staff/Coordination	**87**	**--**	**--**	**94**
Knowledge of relevant legislation, regulations, policies, and procedures	91	--	--	98
Responsiveness to your questions	80	--	--	93
Professionalism	--	--	--	92
Sufficiency of legal guidance in responses	86	--	--	93
Communication about changes that may affect your program	--	--	--	94
Consistency of responses with ED staff from different program offices	94	--	--	98
Collaboration with other ED programs or offices in providing relevant services	96	--	--	97
Online Resources	**82**	**--**	**--**	**88**
Ease of finding materials online	82	--	--	85
Quality of content	--	--	--	90
Ability to accomplish what you want on the site	82	--	--	86
Accuracy of search results	--	--	--	89
Ease of navigation	81	--	--	87
Look and feel/Visual appearance	--	--	--	88
Information in Application Package	**90**	**--**	**--**	**93**
Program Purpose	90	--	--	92
Program Priorities	91	--	--	92
Selection Criteria	88	--	--	90
Review Process	88	--	--	84
Budget Information and Forms	86	--	--	87
Deadline for Submission	93	--	--	96
Dollar Limit on Awards	91	--	--	97
Page Limitation Instructions	91	--	--	93
Formatting Instructions	89	--	--	94
Program Contact	93	--	--	99
Grant Performance Reporting Requirements	**--**	**--**	**--**	**79**
Clarity of reporting requirements	--	--	--	80
Ease of obtaining data you are required to report	--	--	--	82
Ease of submitting report(s) electronically	--	--	--	84
Availability of assistance in completing your report(s)	--	--	--	81
Usefulness of the data to help you improve your grant program/project	--	--	--	80
Your understanding of how ED uses your data	--	--	--	64
Technical Assistance	**--**	**--**	**--**	**93**
TA services provided in helping successfully implement grant programs/projects	--	--	--	93
Enhancing staff skills needed for successful program management	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--
ACSI	**83**	**--**	**--**	**84**
How satisfied are you with ED's products and services	88	--	--	89
How well ED`s products and services meet expectations	83	--	--	82
How well ED compares with ideal products and services	77	--	--	81
Trust	**--**	**--**	**--**	**90**
Level of trust in office to meet your organization`s needs	--	--	--	90

	2017	2018	2019	2020
Sample Size	27	0	0	29
Minority Science and Engineering Improvement Program				
Responsiveness to your questions	--	--	--	90
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	93
Ability to resolve issues	--	--	--	92
Use of clear and concise written and verbal communication	--	--	--	93
Timely resolution of general programmatic and/or financial issues	--	--	--	92
Timeliness of the grant award notification	--	--	--	86
Availability of funds with adequate time for implementation	--	--	--	84
Transparency of how funds are distributed among grantees	--	--	--	94
Sufficiency of information provided to keep you informed	--	--	--	92
Frequency of communication	--	--	--	90
Clarity of communication	--	--	--	89

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	69%	20
Agree	0%	0	28%	8
Disagree	0%	0	0%	0
Strongly disagree	0%	0	3%	1
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**29**	

Job role				
Project/State Director	0%	0	79%	23
School Officer	0%	0	7%	2
Grant Coordinator	0%	0	3%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	10%	3
Number of Respondents	**0**		**29**	

Length of time in role				
Less than one year	0%	0	28%	8
Between 1 - 3 years	0%	0	45%	13
Between 4 - 10 years	0%	0	17%	5
More than 10 years	0%	0	10%	3
Number of Respondents	**0**		**29**	

Preferred method of communication - MSEIP				
Individual Email	0%	0	93%	27
Blast/Distribution list email	0%	0	3%	1
Webinar	0%	0	3%	1
Number of Respondents	**0**		**29**	

CFI Group

National Professional Development Program
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	56	69	64	29	46	45	51
ED Staff/Coordination	**85**	**81**	**84**	**91**	**95**	**86**	**92**
Knowledge of relevant legislation, regulations, policies, and procedures	88	86	87	93	94	88	96
Responsiveness to your questions	80	80	83	86	95	83	88
Professionalism	--	--	--	--	--	--	94
Sufficiency of legal guidance in responses	90	87	84	94	98	91	91
Communication about changes that may affect your program	--	--	--	--	--	--	92
Consistency of responses with ED staff from different program offices	83	81	88	95	97	86	93
Collaboration with other ED programs or offices in providing relevant services	85	90	90	97	95	91	91
Online Resources	**79**	**78**	**76**	**66**	**77**	**73**	**80**
Ease of finding materials online	78	79	78	66	79	73	80
Quality of content	--	--	--	--	--	--	83
Ability to accomplish what you want on the site	79	78	76	68	78	73	80
Accuracy of search results	--	--	--	--	--	--	79
Ease of navigation	79	80	77	64	75	70	79
Look and feel/Visual appearance	--	--	--	--	--	--	78
Documents	**81**	**80**	**80**	**80**	**81**	**83**	**90**
Clarity	81	78	79	82	80	84	90
Organization of information	83	81	81	83	81	84	90
Sufficiency of detail to meet your program needs	81	80	80	77	79	80	89
Relevance to your areas of need	83	82	80	81	83	86	92
Comprehensiveness in addressing the scope of issues that you face	80	79	79	79	81	81	87
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**77**
Clarity of reporting requirements	--	--	--	--	--	--	80
Ease of obtaining data you are required to report	--	--	--	--	--	--	79
Ease of submitting report(s) electronically	--	--	--	--	--	--	72
Availability of assistance in completing your report(s)	--	--	--	--	--	--	82
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	82
Your understanding of how ED uses your data	--	--	--	--	--	--	65
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**85**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	87
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	85
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	88
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	84
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	93
ACSI	**75**	**73**	**78**	**71**	**77**	**81**	**80**
How satisfied are you with ED's products and services	83	79	83	80	82	86	85
How well ED`s products and services meet expectations	71	70	75	66	76	78	79
How well ED compares with ideal products and services	70	69	74	66	71	77	76
Trust	**--**	**--**	**--**	**--**	**--**	**93**	**92**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	93	92
National Professional Development Program							
Technical assistance from OELA office	--	--	--	--	--	80	86
Technical assistance from program officer	--	--	72	74	84	82	82
Usefulness of OELA website	--	--	76	70	79	78	79
Usefulness of NCELA website	--	--	78	77	86	82	86
Usefulness of OELA Facebook	--	--	62	78	85	69	64

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	47%	21	63%	32
Agree	42%	19	33%	17
Disagree	7%	3	4%	2
Strongly disagree	0%	0	0%	0
Does not apply	4%	2	0%	0
Number of Respondents	**45**		**51**	

Job role				
Project/State Director	67%	30	69%	35
School Officer	0%	0	0%	0
Grant Coordinator	24%	11	14%	7
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	9%	4	18%	9
Number of Respondents	**45**		**51**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	42%	19	24%	12
Between 4 - 10 years	27%	12	51%	26
More than 10 years	31%	14	25%	13
Number of Respondents	**45**		**51**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	12%	6
Did not receive	0%	0	88%	45
Number of Respondents	**0**		**51**	

NPD Cohort				
2016	0%	0	58%	29
2017	0%	0	42%	21
Number of Respondents	**0**		**50**	

Frequency of tech assistance from OELA office - NPD				
At least weekly	0%	0	6%	3
Monthly	20%	9	25%	13
Quarterly	56%	25	47%	24
Yearly	24%	11	22%	11
Number of Respondents	**45**		**51**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of monitoring tech support - NPD				
At least weekly	0%	0	4%	2
Monthly	13%	6	20%	10
Quarterly	71%	32	61%	31
Yearly	16%	7	16%	8
Number of Respondents	45		51	

	2019		2020	
Frequency of visiting OELA website - NPD				
Weekly	11%	5	8%	4
Monthly	24%	11	27%	14
Every few months	62%	28	63%	32
Never	2%	1	2%	1
Number of Respondents	45		51	

	2019		2020	
Frequency of visiting NCELA website - NPD				
Weekly	4%	2	10%	5
Monthly	44%	20	41%	21
Every few months	49%	22	47%	24
Never	2%	1	2%	1
Number of Respondents	45		51	

	2019		2020	
Frequency of visiting OELA Facebook - NPD				
Weekly	2%	1	4%	2
Monthly	9%	4	10%	5
Every few months	16%	7	12%	6
Never	73%	33	75%	38
Number of Respondents	45		51	

Native American and Alaska Native Children in School Program
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	11	9	13	12	9	16	15
ED Staff/Coordination	**95**	**96**	**82**	**83**	**95**	**84**	**91**
Knowledge of relevant legislation, regulations, policies, and procedures	94	98	85	76	92	83	91
Responsiveness to your questions	96	95	81	89	99	83	91
Professionalism	--	--	--	--	--	--	96
Sufficiency of legal guidance in responses	94	94	81	79	94	81	92
Communication about changes that may affect your program	--	--	--	--	--	--	91
Consistency of responses with ED staff from different program offices	94	95	80	84	94	83	87
Collaboration with other ED programs or offices in providing relevant services	96	95	78	81	97	84	87
Online Resources	**90**	**91**	**67**	**60**	**84**	**67**	**78**
Ease of finding materials online	87	90	70	74	81	69	79
Quality of content	--	--	--	--	--	--	78
Ability to accomplish what you want on the site	89	94	68	58	79	67	79
Accuracy of search results	--	--	--	--	--	--	77
Ease of navigation	91	92	67	58	83	66	77
Look and feel/Visual appearance	--	--	--	--	--	--	74
Documents	**88**	**91**	**78**	**74**	**84**	**77**	**88**
Clarity	88	89	76	73	81	78	89
Organization of information	89	92	76	75	84	78	90
Sufficiency of detail to meet your program needs	89	92	79	77	85	79	88
Relevance to your areas of need	88	90	79	75	84	77	87
Comprehensiveness in addressing the scope of issues that you face	86	90	78	69	84	76	84
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**79**
Clarity of reporting requirements	--	--	--	--	--	--	83
Ease of obtaining data you are required to report	--	--	--	--	--	--	76
Ease of submitting report(s) electronically	--	--	--	--	--	--	79
Availability of assistance in completing your report(s)	--	--	--	--	--	--	82
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	76
Your understanding of how ED uses your data	--	--	--	--	--	--	73
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**84**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	90
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	83
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	83
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	81
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	83
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	92
ACSI	**86**	**90**	**75**	**66**	**89**	**76**	**85**
How satisfied are you with ED's products and services	92	95	81	70	95	81	91
How well ED`s products and services meet expectations	83	86	74	65	86	74	87
How well ED compares with ideal products and services	82	89	69	63	85	70	76
Trust	**--**	**--**	**--**	**--**	**--**	**82**	**89**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	82	89
Native American and Alaska Native Children in School Program							
Technical assistance from OELA office	--	--	--	--	--	78	87
Technical assistance from program officer	--	--	68	79	91	78	90
Usefulness of OELA website	--	--	66	72	85	76	76
Usefulness of NCELA website	--	--	76	80	88	77	76
Usefulness of OELA Facebook	--	--	22	--	100	53	58

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	44%	7	60%	9
Agree	44%	7	40%	6
Disagree	13%	2	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**16**		**15**	

Job role				
Project/State Director	63%	10	87%	13
School Officer	6%	1	0%	0
Grant Coordinator	19%	3	13%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	13%	2	0%	0
Number of Respondents	**16**		**15**	

Length of time in role				
Less than one year	13%	2	7%	1
Between 1 - 3 years	31%	5	40%	6
Between 4 - 10 years	38%	6	33%	5
More than 10 years	19%	3	20%	3
Number of Respondents	**16**		**15**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	27%	4
Did not receive	0%	0	73%	11
Number of Respondents	**0**		**15**	

NAM Cohort				
2016	0%	0	53%	8
2018	0%	0	47%	7
Number of Respondents	**0**		**15**	

Frequency of tech assistance from OELA office - NAM				
At least weekly	6%	1	7%	1
Monthly	50%	8	53%	8
Quarterly	31%	5	40%	6
Yearly	13%	2	0%	0
Number of Respondents	**16**		**15**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of monitoring tech support - NAM				
At least weekly	13%	2	7%	1
Monthly	38%	6	40%	6
Quarterly	38%	6	47%	7
Yearly	13%	2	7%	1
Number of Respondents	16		15	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of visiting OELA website - NAM				
Daily	0%	0	0%	0
Weekly	6%	1	7%	1
Monthly	38%	6	13%	2
Every few months	56%	9	80%	12
Never	0%	0	0%	0
Number of Respondents	16		15	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of visiting NCELA website - NAM				
Weekly	0%	0	13%	2
Monthly	31%	5	27%	4
Every few months	50%	8	40%	6
Never	19%	3	20%	3
Number of Respondents	16		15	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of visiting OELA Facebook - NAM				
Weekly	0%	0	0%	0
Monthly	6%	1	0%	0
Every few months	19%	3	27%	4
Never	75%	12	73%	11
Number of Respondents	16		15	

CFI Group

Native American Career and Technical Education Program
Score Table

	2020
Sample Size	**20**
ED Staff/Coordination	**82**
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	70
Professionalism	92
Sufficiency of legal guidance in responses	80
Communication about changes that may affect your program	83
Consistency of responses with ED staff from different program offices	83
Collaboration with other ED programs or offices in providing relevant services	92
Online Resources	**69**
Ease of finding materials online	67
Quality of content	74
Ability to accomplish what you want on the site	69
Accuracy of search results	65
Ease of navigation	65
Look and feel/Visual appearance	69
Documents	**75**
Clarity	72
Organization of information	76
Sufficiency of detail to meet your program needs	75
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	78
Grant Performance Reporting Requirements	**68**
Clarity of reporting requirements	71
Ease of obtaining data you are required to report	73
Ease of submitting report(s) electronically	74
Availability of assistance in completing your report(s)	70
Usefulness of the data to help you improve your grant program/project	68
Your understanding of how ED uses your data	52
Technical Assistance	**70**
TA services provided in helping successfully implement grant programs/projects	80
Enhancing staff skills needed for successful program management	73
Using evidence-based practices in implementing program activities	65
Assistance with developing resource materials for use in the program	63
Creating opportunities to share best practices via learning groups	51
ED-Funded TA Provider helpfulness in your learning to implement grant project	44
ACSI	**76**
How satisfied are you with ED's products and services	83
How well ED`s products and services meet expectations	70
How well ED compares with ideal products and services	73
Trust	**91**
Level of trust in office to meet your organization`s needs	91
Native American Career and Technical Education Program	
PCRN's usefulness to your program	76
Effectiveness of DATE in helping you implement grant programs	68
TA received on project implementation and budget questions	76
Usefulness and relevance of project director meeting in providing TA	79

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	50%	10
Agree	0%	0	35%	7
Disagree	0%	0	15%	3
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**20**	

Job role				
Project/State Director	0%	0	55%	11
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	35%	7
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	10%	2
Number of Respondents	**0**		**20**	

Length of time in role				
Less than one year	0%	0	10%	2
Between 1 - 3 years	0%	0	40%	8
Between 4 - 10 years	0%	0	35%	7
More than 10 years	0%	0	15%	3
Number of Respondents	**0**		**20**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	5%	1
Did not receive	0%	0	95%	19
Number of Respondents	**0**		**20**	

Native American Serving Non-Tribal Institutions Program
Score Table

	2020
Sample Size	12
ED Staff/Coordination	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	86
Professionalism	89
Sufficiency of legal guidance in responses	87
Communication about changes that may affect your program	87
Consistency of responses with ED staff from different program offices	78
Collaboration with other ED programs or offices in providing relevant services	70
Online Resources	**66**
Ease of finding materials online	69
Quality of content	70
Ability to accomplish what you want on the site	66
Accuracy of search results	67
Ease of navigation	60
Look and feel/Visual appearance	61
Information in Application Package	**87**
Program Purpose	87
Program Priorities	86
Selection Criteria	84
Review Process	86
Budget Information and Forms	85
Deadline for Submission	89
Dollar Limit on Awards	86
Page Limitation Instructions	86
Formatting Instructions	84
Program Contact	90
Grant Performance Reporting Requirements	**75**
Clarity of reporting requirements	74
Ease of obtaining data you are required to report	79
Ease of submitting report(s) electronically	81
Availability of assistance in completing your report(s)	79
Usefulness of the data to help you improve your grant program/project	80
Your understanding of how ED uses your data	61
Technical Assistance	**74**
TA services provided in helping successfully implement grant programs/projects	74
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**83**
How satisfied are you with ED's products and services	92
How well ED`s products and services meet expectations	78
How well ED compares with ideal products and services	77
Trust	**91**
Level of trust in office to meet your organization`s needs	91

	2020
Sample Size	**12**
Native American Serving Non-Tribal Institutions Program	
Responsiveness to your questions	82
Knowledge of relevant legislation, regulations, policies and procedures	89
Ability to resolve issues	83
Use of clear and concise written and verbal communication	83
Timely resolution of general programmatic and/or financial issues	80
Timeliness of the grant award notification	72
Availability of funds with adequate time for implementation	71
Transparency of how funds are distributed among grantees	78
Sufficiency of information provided to keep you informed	78
Frequency of communication	67
Clarity of communication	79

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	50%	6
Agree	0%	0	50%	6
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**12**	

Job role				
Project/State Director	0%	0	83%	10
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	8%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	8%	1
Number of Respondents	**0**		**12**	

Length of time in role				
Less than one year	0%	0	17%	2
Between 1 - 3 years	0%	0	33%	4
Between 4 - 10 years	0%	0	42%	5
More than 10 years	0%	0	8%	1
Number of Respondents	**0**		**12**	

Preferred method of communication - NASNTI				
Individual Email	0%	0	67%	8
Telephone	0%	0	25%	3
Other	0%	0	8%	1
Number of Respondents	**0**		**12**	

Native Hawaiian Career and Technical Education Program
Score Table

	2020
Sample Size	**2**
ED Staff/Coordination	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	78
Professionalism	100
Sufficiency of legal guidance in responses	83
Communication about changes that may affect your program	83
Consistency of responses with ED staff from different program offices	100
Collaboration with other ED programs or offices in providing relevant services	78
Online Resources	**94**
Ease of finding materials online	94
Quality of content	94
Ability to accomplish what you want on the site	94
Accuracy of search results	94
Ease of navigation	94
Look and feel/Visual appearance	94
Documents	**91**
Clarity	89
Organization of information	89
Sufficiency of detail to meet your program needs	94
Relevance to your areas of need	89
Comprehensiveness in addressing the scope of issues that you face	94
Grant Performance Reporting Requirements	**81**
Clarity of reporting requirements	89
Ease of obtaining data you are required to report	83
Ease of submitting report(s) electronically	89
Availability of assistance in completing your report(s)	83
Usefulness of the data to help you improve your grant program/project	83
Your understanding of how ED uses your data	56
Technical Assistance	**72**
TA services provided in helping successfully implement grant programs/projects	78
Enhancing staff skills needed for successful program management	78
Using evidence-based practices in implementing program activities	67
Assistance with developing resource materials for use in the program	72
Creating opportunities to share best practices via learning groups	67
ED-Funded TA Provider helpfulness in your learning to implement grant project	78
ACSI	**78**
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	67
Trust	**100**
Level of trust in office to meet your organization`s needs	100
Native Hawaiian Career and Technical Education Program	
PCRN's usefulness to your program	83
Effectiveness of DATE in helping you implement grant programs	78
TA received on project implementation and budget questions	83
Usefulness and relevance of project director meeting in providing TA	94

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	50%	1
Agree	0%	0	50%	1
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**2**	

	2019		2020	
Job role				
Project/State Director	0%	0	0%	0
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	50%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	50%	1
Number of Respondents	**0**		**2**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	50%	1
Between 4 - 10 years	0%	0	0%	0
More than 10 years	0%	0	50%	1
Number of Respondents	**0**		**2**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	50%	1
Did not receive	0%	0	50%	1
Number of Respondents	**0**		**2**	

Native Hawaiian Education Act Program/Education of Native Hawaiian
Score Table

	2020
Sample Size	**24**
ED Staff/Coordination	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	89
Professionalism	98
Sufficiency of legal guidance in responses	92
Communication about changes that may affect your program	94
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	93
Online Resources	**79**
Ease of finding materials online	79
Quality of content	82
Ability to accomplish what you want on the site	79
Accuracy of search results	80
Ease of navigation	78
Look and feel/Visual appearance	74
Documents	**86**
Clarity	86
Organization of information	87
Sufficiency of detail to meet your program needs	87
Relevance to your areas of need	87
Comprehensiveness in addressing the scope of issues that you face	84
Grant Performance Reporting Requirements	**77**
Clarity of reporting requirements	82
Ease of obtaining data you are required to report	76
Ease of submitting report(s) electronically	73
Availability of assistance in completing your report(s)	79
Usefulness of the data to help you improve your grant program/project	82
Your understanding of how ED uses your data	74
Technical Assistance	**81**
TA services provided in helping successfully implement grant programs/projects	89
Enhancing staff skills needed for successful program management	83
Using evidence-based practices in implementing program activities	79
Assistance with developing resource materials for use in the program	83
Creating opportunities to share best practices via learning groups	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	89
ACSI	**82**
How satisfied are you with ED's products and services	88
How well ED`s products and services meet expectations	81
How well ED compares with ideal products and services	77
Trust	**90**
Level of trust in office to meet your organization`s needs	90
Native Hawaiian Education Act Program/Education of Native Hawaiian	
Knowledge of staff on program grant administration issues	92

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	54%	13
Agree	0%	0	46%	11
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**24**	

Job role				
Project/State Director	0%	0	63%	15
School Officer	0%	0	8%	2
Grant Coordinator	0%	0	21%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	8%	2
Number of Respondents	**0**		**24**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	38%	9
Between 4 - 10 years	0%	0	25%	6
More than 10 years	0%	0	38%	9
Number of Respondents	**0**		**24**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	4%	1
Did not receive	0%	0	96%	23
Number of Respondents	**0**		**24**	

Staff initiated tech assistance during past 3-6 months - NHE				
Initiated tech assistance	0%	0	54%	13
Did not initiate	0%	0	46%	11
Number of Respondents	**0**		**24**	

Technical assistance took place - NHE~				
Project Directors' meeting sponsored by the Department	0%	0	8%	1
Conference call/email exchange with your Program Officer	0%	0	92%	12
Program Officer	0%	0	38%	5
Other Program (or the Department) staff site visit	0%	0	8%	1
Number of Respondents	**0**		**13**	

Neglected and Delinquent State and Local Agency Programs
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	14	30	32	32	36	25	24
ED Staff/Coordination	**88**	**83**	**79**	**75**	**81**	**68**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	91	89	79	80	81	66	85
Responsiveness to your questions	85	84	73	70	80	65	78
Professionalism	--	--	--	--	--	--	89
Sufficiency of legal guidance in responses	88	80	79	73	76	69	82
Communication about changes that may affect your program	--	--	--	--	--	--	81
Consistency of responses with ED staff from different program offices	89	83	83	80	83	74	--
Collaboration with other ED programs or offices in providing relevant services	90	78	82	81	83	75	81
Online Resources	**69**	**70**	**73**	**68**	**70**	**58**	**72**
Ease of finding materials online	68	69	72	69	70	58	70
Quality of content	--	--	--	--	--	--	71
Ability to accomplish what you want on the site	70	69	72	66	70	57	72
Accuracy of search results	--	--	--	--	--	--	69
Ease of navigation	62	67	73	70	71	61	75
Look and feel/Visual appearance	--	--	--	--	--	--	74
Documents	**78**	**77**	**72**	**66**	**72**	**67**	**76**
Clarity	79	78	72	66	75	70	78
Organization of information	79	81	75	67	75	70	81
Sufficiency of detail to meet your program needs	79	76	70	67	70	63	75
Relevance to your areas of need	79	77	72	67	71	70	77
Comprehensiveness in addressing the scope of issues that you face	76	75	71	63	69	60	71
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**78**
Clarity of reporting requirements	--	--	--	--	--	--	82
Ease of obtaining data you are required to report	--	--	--	--	--	--	72
Ease of submitting report(s) electronically	--	--	--	--	--	--	81
Availability of assistance in completing your report(s)	--	--	--	--	--	--	79
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	76
Your understanding of how ED uses your data	--	--	--	--	--	--	74
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**82**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	78
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	81
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	76
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	77
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	78
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	94
ACSI	**70**	**67**	**62**	**60**	**65**	**55**	**77**
How satisfied are you with ED's products and services	73	73	66	67	73	62	81
How well ED`s products and services meet expectations	70	64	59	56	60	52	74

	2014	2015	2016	2017	2018	2019	2020
Sample Size	14	30	32	32	36	25	24
Neglected and Delinquent State and Local Agency Programs							
Responsiveness in answering questions - Tech Assistance Center (NDTAC)	84	81	80	79	81	87	84
Sufficiency of the guidance provided in responses to questions	--	--	--	--	--	--	86
Meeting program compliance requirements - US Department of Education	82	85	81	70	76	60	72
Assisting you to impact performance results - US Department of Education	77	81	79	64	70	57	74
Support quality for collecting/submitting data - US Department of Education	--	--	--	--	--	--	77
Meeting program compliance requirements - Tech Assistance Center (NDTAC)	86	86	85	80	83	80	87
Assisting to impact performance results - Tech Assistance Center (NDTAC)	79	84	84	83	82	78	85
Support quality for collecting/submitting data - Tech Assistance Center (NDTAC)	--	--	--	--	--	--	85

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	16%	4	42%	10
Agree	52%	13	50%	12
Disagree	28%	7	8%	2
Strongly disagree	4%	1	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**25**		**24**	

	2019		2020	
Job role				
Project/State Director	68%	17	67%	16
School Officer	0%	0	0%	0
Grant Coordinator	32%	8	33%	8
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**25**		**24**	

	2019		2020	
Length of time in role				
Less than one year	4%	1	4%	1
Between 1 - 3 years	44%	11	50%	12
Between 4 - 10 years	28%	7	33%	8
More than 10 years	24%	6	13%	3
Number of Respondents	**25**		**24**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	96%	23
Did not receive	0%	0	4%	1
Number of Respondents	**0**		**24**	

Payments for Federal Property (Section 7002)
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	37	48	0	77	48	47	96
ED Staff/Coordination	**77**	**81**	**--**	**84**	**90**	**90**	**91**
Knowledge of relevant legislation, regulations, policies, and procedures	76	82	--	85	90	88	91
Responsiveness to your questions	76	83	--	79	90	91	91
Professionalism	--	--	--	--	--	--	95
Sufficiency of legal guidance in responses	73	76	--	83	90	91	91
Communication about changes that may affect your program	--	--	--	--	--	--	89
Consistency of responses with ED staff from different program offices	72	77	--	84	--	--	--
Collaboration with other ED programs or offices in providing relevant services	75	81	--	83	--	--	--
Online Resources	**72**	**74**	**--**	**78**	**81**	**81**	**83**
Ease of finding materials online	70	69	--	71	79	78	82
Quality of content	--	--	--	--	--	--	85
Ability to accomplish what you want on the site	74	76	--	80	83	83	84
Accuracy of search results	--	--	--	--	--	--	84
Ease of navigation	70	71	--	78	77	78	82
Look and feel/Visual appearance	--	--	--	--	--	--	84
Documents	**75**	**70**	**--**	**78**	**82**	**85**	**87**
Clarity	75	69	--	76	82	84	87
Organization of information	75	72	--	79	84	85	88
Sufficiency of detail to meet your program needs	77	71	--	79	81	86	87
Relevance to your areas of need	75	71	--	80	83	86	87
Comprehensiveness in addressing the scope of issues that you face	76	68	--	77	82	86	87
ACSI	**68**	**70**	**--**	**76**	**77**	**83**	**84**
How satisfied are you with ED's products and services	71	74	--	79	82	89	89
How well ED`s products and services meet expectations	65	68	--	75	75	78	80
How well ED compares with ideal products and services	66	66	--	73	75	81	82
Trust	**--**	**--**	**--**	**--**	**--**	**86**	**88**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	86	88
Payments for Federal Property (Section 7002)							
Impact Aid staff`s responsiveness to answering questions	79	81	--	86	94	95	89
Impact Aid staff`s supportiveness in helping complete application	79	83	--	89	94	97	90
Impact Aid staff`s knowledge about technical material	80	81	--	90	93	97	89
Effectiveness of documents in helping complete application	79	76	--	82	84	--	84

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	47%	22	49%	47
Agree	51%	24	48%	46
Disagree	2%	1	1%	1
Strongly disagree	0%	0	1%	1
Does not apply	0%	0	1%	1
Number of Respondents	**47**		**96**	

	2019		2020	
Job role				
Project/State Director	0%	0	0%	0
School Officer	6%	3	7%	7
Grant Coordinator	9%	4	6%	6
Superintendent	26%	12	35%	34
Business Manager	40%	19	30%	29
Other	19%	9	21%	20
Number of Respondents	**47**		**96**	

	2019		2020	
Length of time in role				
Less than one year	9%	4	5%	5
Between 1 - 3 years	19%	9	27%	26
Between 4 - 10 years	30%	14	20%	19
More than 10 years	43%	20	48%	46
Number of Respondents	**47**		**96**	

	2019		2020	
Contacted Impact Aid Program for technical assistance - PFP				
Contacted	30%	14	49%	47
Did not contact	70%	33	51%	49
Number of Respondents	**47**		**96**	

	2019		2020	
Used written instruction and guidance documents for application - PFP				
Used	0%	0	84%	81
Did not use	0%	0	16%	15
Number of Respondents	**0**		**96**	

	2019		2020	
Participated in meetings where Sec 7002 prog info provided - PFP				
Participated	62%	29	61%	59
Did not participate	38%	18	39%	37
Number of Respondents	**47**		**96**	

	2019		2020	
Presentation or materials helped understand responsibilities - PFP				
Helped understand	97%	28	98%	58
Did not help understand	3%	1	2%	1
Number of Respondents	**29**		**59**	

Payments for Federally Connected Children (Section 7003)
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	37	66	81	77	49	50	100
ED Staff/Coordination	**81**	**71**	**79**	**85**	**85**	**88**	**88**
Knowledge of relevant legislation, regulations, policies, and procedures	84	74	78	85	87	89	89
Responsiveness to your questions	79	71	80	84	82	88	87
Professionalism	--	--	--	--	--	--	92
Sufficiency of legal guidance in responses	78	71	77	81	86	87	87
Communication about changes that may affect your program	--	--	--	--	--	--	84
Consistency of responses with ED staff from different program offices	80	67	75	82	--	--	--
Collaboration with other ED programs or offices in providing relevant services	75	67	78	85	--	--	--
Online Resources	**72**	**72**	**77**	**78**	**75**	**75**	**79**
Ease of finding materials online	68	70	72	73	73	73	79
Quality of content	--	--	--	--	--	--	81
Ability to accomplish what you want on the site	74	73	79	79	75	76	80
Accuracy of search results	--	--	--	--	--	--	77
Ease of navigation	71	71	74	78	74	74	76
Look and feel/Visual appearance	--	--	--	--	--	--	79
Documents	**70**	**67**	**75**	**78**	**79**	**83**	**82**
Clarity	69	65	76	78	78	83	82
Organization of information	70	67	77	80	80	84	83
Sufficiency of detail to meet your program needs	70	67	75	78	79	82	82
Relevance to your areas of need	72	68	76	80	79	83	81
Comprehensiveness in addressing the scope of issues that you face	70	66	76	77	77	82	80
ACSI	**64**	**64**	**71**	**74**	**75**	**79**	**78**
How satisfied are you with ED's products and services	70	69	76	79	80	82	82
How well ED`s products and services meet expectations	61	61	67	72	73	78	76
How well ED compares with ideal products and services	60	62	69	71	71	78	76
Trust	**--**	**--**	**--**	**--**	**--**	**85**	**82**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	85	82
Payments for Federally Connected Children (Section 7003)							
Responsiveness to answering questions	--	--	--	--	--	--	88
Supportiveness in helping you complete your application	--	--	--	--	--	--	91
Knowledge about technical material	--	--	--	--	--	--	90
Effectiveness in providing TA or instructions regarding performance reports	74	72	79	82	79	80	82
Ease of reaching person who could address concern	68	69	72	81	75	83	87
Ability to resolve your issue	72	69	73	82	78	85	87

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	34%	17	35%	35
Agree	62%	31	58%	58
Disagree	2%	1	4%	4
Strongly disagree	0%	0	3%	3
Does not apply	2%	1	0%	0
Number of Respondents	50		100	

Job role				
Project/State Director	2%	1	0%	0
School Officer	4%	2	4%	4
Grant Coordinator	24%	12	12%	12
Superintendent	14%	7	18%	18
Business Manager	34%	17	33%	33
Other	22%	11	33%	33
Number of Respondents	50		100	

Length of time in role				
Less than one year	4%	2	3%	3
Between 1 - 3 years	22%	11	22%	22
Between 4 - 10 years	38%	19	35%	35
More than 10 years	36%	18	40%	40
Number of Respondents	50		100	

Contacted the Impact Aid Program for technical assistance - FCC				
Contacted	40%	20	67%	67
Did not contact	60%	30	33%	33
Number of Respondents	50		100	

Used written instruction and guidance documents for Impact Aid application - FCC				
Used	98%	49	94%	94
Did not use	2%	1	6%	6
Number of Respondents	50		100	

Attended meeting where Sec 7003 prog info or review process provided - FCC				
Participated	76%	38	67%	67
Did not participate	24%	12	33%	33
Number of Respondents	50		100	

Presentation or materials helped understand responsibilities - FCC				
Helped understand	100%	38	99%	66
Did not help understand	0%	0	1%	1
Number of Respondents	38		67	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
School district contacted by Impact Aid Program in past year - FCC				
Contacted	44%	22	29%	29
Was not contacted	56%	28	71%	71
Number of Respondents	**50**		**100**	

	2019		2020	
Letter provided sufficient explanation to prepare documents for review - FCC				
Provided sufficient explanation	86%	19	93%	27
Did not provide sufficient explanation	14%	3	7%	2
Number of Respondents	**22**		**29**	

	2019		2020	
Receive timely communications regarding outcome of review - FCC				
Received	80%	40	56%	56
Did not receive	20%	10	44%	44
Number of Respondents	**50**		**100**	

Predominantly Black Institutions (PBI)
Score Table

	2020
Sample Size	**15**
ED Staff/Coordination	**95**
Knowledge of relevant legislation, regulations, policies, and procedures	95
Responsiveness to your questions	96
Professionalism	99
Sufficiency of legal guidance in responses	97
Communication about changes that may affect your program	90
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	93
Online Resources	**84**
Ease of finding materials online	82
Quality of content	86
Ability to accomplish what you want on the site	86
Accuracy of search results	87
Ease of navigation	82
Look and feel/Visual appearance	79
Information in Application Package	**94**
Program Purpose	96
Program Priorities	96
Selection Criteria	91
Review Process	91
Budget Information and Forms	92
Deadline for Submission	98
Dollar Limit on Awards	93
Page Limitation Instructions	97
Formatting Instructions	93
Program Contact	96
Grant Performance Reporting Requirements	**81**
Clarity of reporting requirements	78
Ease of obtaining data you are required to report	81
Ease of submitting report(s) electronically	85
Availability of assistance in completing your report(s)	85
Usefulness of the data to help you improve your grant program/project	84
Your understanding of how ED uses your data	72
Technical Assistance	**94**
TA services provided in helping successfully implement grant programs/projects	94
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**86**
How satisfied are you with ED's products and services	90
How well ED`s products and services meet expectations	86
How well ED compares with ideal products and services	82
Trust	**94**
Level of trust in office to meet your organization`s needs	94

	2020
Sample Size	**15**
Predominantly Black Institutions (PBI)	
Responsiveness to your questions	95
Knowledge of relevant legislation, regulations, policies and procedures	94
Ability to resolve issues	95
Use of clear and concise written and verbal communication	92
Timely resolution of general programmatic and/or financial issues	92
Timeliness of the grant award notification	92
Availability of funds with adequate time for implementation	90
Transparency of how funds are distributed among grantees	90
Sufficiency of information provided to keep you informed	87
Frequency of communication	84
Clarity of communication	92

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	67%	10
Agree	0%	0	27%	4
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	7%	1
Number of Respondents	**0**		**15**	

Job role				
Project/State Director	0%	0	80%	12
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	20%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**15**	

Length of time in role				
Less than one year	0%	0	7%	1
Between 1 - 3 years	0%	0	27%	4
Between 4 - 10 years	0%	0	53%	8
More than 10 years	0%	0	13%	2
Number of Respondents	**0**		**15**	

Preferred method of communication - PBI				
Individual Email	0%	0	87%	13
Blast/Distribution list email	0%	0	13%	2
Number of Respondents	**0**		**15**	

Project Prevent
Score Table

	2015	2016	2017	2018	2019	2020
Sample Size	19	17	21	22	0	15
ED Staff/Coordination	**90**	**88**	**95**	**97**	**--**	**95**
Knowledge of relevant legislation, regulations, policies, and procedures	90	87	95	95	--	95
Responsiveness to your questions	91	91	95	98	--	94
Professionalism	--	--	--	--	--	99
Sufficiency of legal guidance in responses	90	89	94	96	--	94
Communication about changes that may affect your program	--	--	--	--	--	94
Consistency of responses with ED staff from different program offices	88	88	96	97	--	--
Collaboration with other ED programs or offices in providing relevant services	90	90	96	96	--	94
Online Resources	**77**	**78**	**86**	**81**	**--**	**85**
Ease of finding materials online	80	78	83	89	--	86
Quality of content	--	--	--	--	--	85
Ability to accomplish what you want on the site	81	78	85	78	--	84
Accuracy of search results	--	--	--	--	--	85
Ease of navigation	78	76	86	84	--	86
Look and feel/Visual appearance	--	--	--	--	--	85
Documents	**78**	**84**	**87**	**85**	**--**	**89**
Clarity	77	85	85	83	--	92
Organization of information	79	85	87	85	--	90
Sufficiency of detail to meet your program needs	78	83	87	85	--	89
Relevance to your areas of need	80	83	88	85	--	85
Comprehensiveness in addressing the scope of issues that you face	78	81	87	84	--	89
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**83**
Clarity of reporting requirements	--	--	--	--	--	83
Ease of obtaining data you are required to report	--	--	--	--	--	73
Ease of submitting report(s) electronically	--	--	--	--	--	86
Availability of assistance in completing your report(s)	--	--	--	--	--	89
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	87
Your understanding of how ED uses your data	--	--	--	--	--	82
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**85**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	88
Enhancing staff skills needed for successful program management	--	--	--	--	--	87
Using evidence-based practices in implementing program activities	--	--	--	--	--	86
Assistance with developing resource materials for use in the program	--	--	--	--	--	83
Creating opportunities to share best practices via learning groups	--	--	--	--	--	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	78
ACSI	**73**	**83**	**84**	**82**	**--**	**85**
How satisfied are you with ED's products and services	78	86	88	89	--	90
How well ED`s products and services meet expectations	69	82	80	76	--	82
How well ED compares with ideal products and services	70	80	81	79	--	83
Trust	**--**	**--**	**--**	**--**	**--**	**94**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	94
Project Prevent						
Responsiveness to questions about Project Prevent Grant Program requirements	92	93	95	96	--	93
Timeliness in returning phone calls and responding to emails	94	93	95	96	--	90
Effectiveness in providing technical assistance or guidance	89	95	97	95	--	93
Frequency of communication	90	86	96	93	--	92
Technical assistance - relevance and usefulness	85	88	88	91	--	90
Technical assistance - frequency of communication	85	88	91	90	--	90
Use of technology to deliver services	82	86	90	91	--	93

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	67%	10
Agree	0%	0	33%	5
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**15**	

	2019		2020	
Job role				
Project/State Director	0%	0	67%	10
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	13%	2
Superintendent	0%	0	7%	1
Business Manager	0%	0	7%	1
Other	0%	0	7%	1
Number of Respondents	**0**		**15**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	33%	5
Between 1 - 3 years	0%	0	20%	3
Between 4 - 10 years	0%	0	40%	6
More than 10 years	0%	0	7%	1
Number of Respondents	**0**		**15**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	27%	4
Did not receive	0%	0	73%	11
Number of Respondents	**0**		**15**	

Promise Neighborhoods
Score Table

	2019	2020
Sample Size	11	12
ED Staff/Coordination	**81**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	82	93
Responsiveness to your questions	81	94
Professionalism	--	96
Sufficiency of legal guidance in responses	82	89
Communication about changes that may affect your program	--	90
Consistency of responses with ED staff from different program offices	79	--
Collaboration with other ED programs or offices in providing relevant services	81	91
Online Resources	**63**	**78**
Ease of finding materials online	62	81
Quality of content	--	77
Ability to accomplish what you want on the site	66	80
Accuracy of search results	--	76
Ease of navigation	61	78
Look and feel/Visual appearance	--	78
Documents	**72**	**84**
Clarity	70	87
Organization of information	73	84
Sufficiency of detail to meet your program needs	72	86
Relevance to your areas of need	74	81
Comprehensiveness in addressing the scope of issues that you face	70	79
Grant Performance Reporting Requirements	**--**	**74**
Clarity of reporting requirements	--	81
Ease of obtaining data you are required to report	--	61
Ease of submitting report(s) electronically	--	76
Availability of assistance in completing your report(s)	--	84
Usefulness of the data to help you improve your grant program/project	--	76
Your understanding of how ED uses your data	--	64
Technical Assistance	**--**	**80**
TA services provided in helping successfully implement grant programs/projects	--	82
Enhancing staff skills needed for successful program management	--	72
Using evidence-based practices in implementing program activities	--	81
Assistance with developing resource materials for use in the program	--	78
Creating opportunities to share best practices via learning groups	--	90
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	90
ACSI	**78**	**79**
How satisfied are you with ED's products and services	81	83
How well ED`s products and services meet expectations	79	77
How well ED compares with ideal products and services	75	77
Trust	**74**	**87**
Level of trust in office to meet your organization`s needs	74	87
Promise Neighborhoods		
ED Program Contacts quality of assistance	87	86
Urban Institute`s Needs Assessment Quality	79	75
Urban Institute`s other services	76	74
SCORECARD system	77	65
GRADS 360 system	53	52

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	64%	7	42%	5
Agree	27%	3	50%	6
Disagree	9%	1	8%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**11**		**12**	

	2019		2020	
Job role				
Project/State Director	91%	10	83%	10
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	9%	1	17%	2
Number of Respondents	**11**		**12**	

	2019		2020	
Length of time in role				
Less than one year	18%	2	8%	1
Between 1 - 3 years	55%	6	50%	6
Between 4 - 10 years	27%	3	33%	4
More than 10 years	0%	0	8%	1
Number of Respondents	**11**		**12**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	58%	7
Did not receive	0%	0	42%	5
Number of Respondents	**0**		**12**	

	2019		2020	
Asked for assistance in areas unrelated to fiscal or grant admin issues - PN				
Asked	45%	5	33%	4
Did not ask	55%	6	67%	8
Number of Respondents	**11**		**12**	

Promoting Postbaccalaureate Opportunities for Hispanic Americans Program
Score Table

	2017	2018	2019	2020
Sample Size	17	0	0	15
ED Staff/Coordination	**82**	**--**	**--**	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	91	--	--	90
Responsiveness to your questions	75	--	--	74
Professionalism	--	--	--	86
Sufficiency of legal guidance in responses	88	--	--	82
Communication about changes that may affect your program	--	--	--	86
Consistency of responses with ED staff from different program offices	79	--	--	93
Collaboration with other ED programs or offices in providing relevant services	79	--	--	93
Online Resources	**77**	**--**	**--**	**82**
Ease of finding materials online	76	--	--	83
Quality of content	--	--	--	85
Ability to accomplish what you want on the site	77	--	--	82
Accuracy of search results	--	--	--	86
Ease of navigation	75	--	--	83
Look and feel/Visual appearance	--	--	--	80
Information in Application Package	**88**	**--**	**--**	**90**
Program Purpose	85	--	--	89
Program Priorities	89	--	--	90
Selection Criteria	87	--	--	87
Review Process	85	--	--	89
Budget Information and Forms	81	--	--	85
Deadline for Submission	94	--	--	92
Dollar Limit on Awards	93	--	--	92
Page Limitation Instructions	87	--	--	93
Formatting Instructions	87	--	--	88
Program Contact	97	--	--	93
Grant Performance Reporting Requirements	**--**	**--**	**--**	**82**
Clarity of reporting requirements	--	--	--	79
Ease of obtaining data you are required to report	--	--	--	88
Ease of submitting report(s) electronically	--	--	--	85
Availability of assistance in completing your report(s)	--	--	--	81
Usefulness of the data to help you improve your grant program/project	--	--	--	83
Your understanding of how ED uses your data	--	--	--	73
Technical Assistance	**--**	**--**	**--**	**77**
TA services provided in helping successfully implement grant programs/projects	--	--	--	77
Enhancing staff skills needed for successful program management	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--
ACSI	**76**	**--**	**--**	**86**
How satisfied are you with ED's products and services	82	--	--	88
How well ED`s products and services meet expectations	74	--	--	84
How well ED compares with ideal products and services	72	--	--	84
Trust	**--**	**--**	**--**	**87**
Level of trust in office to meet your organization`s needs	--	--	--	87

CFI Group

	2017	2018	2019	2020
Sample Size	**17**	**0**	**0**	**15**
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program				
Responsiveness to your questions	84	--	--	75
Knowledge of relevant legislation, regulations, policies and procedures	84	--	--	77
Ability to resolve issues	83	--	--	75
Use of clear and concise written and verbal communication	83	--	--	74
Timely resolution of general programmatic and/or financial issues	79	--	--	76
Timeliness of the grant award notification	--	--	--	90
Availability of funds with adequate time for implementation	--	--	--	90
Transparency of how funds are distributed among grantees	--	--	--	84
Sufficiency of information provided to keep you informed	--	--	--	84
Frequency of communication	--	--	--	76
Clarity of communication	--	--	--	79

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	80%	12
Agree	0%	0	13%	2
Disagree	0%	0	7%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**15**	

Job role				
Project/State Director	0%	0	67%	10
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	13%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	20%	3
Number of Respondents	**0**		**15**	

Length of time in role				
Less than one year	0%	0	7%	1
Between 1 - 3 years	0%	0	40%	6
Between 4 - 10 years	0%	0	40%	6
More than 10 years	0%	0	13%	2
Number of Respondents	**0**		**15**	

Preferred method of communication - PPOHA				
Individual Email	0%	0	87%	13
Blast/Distribution list email	0%	0	7%	1
Other	0%	0	7%	1
Number of Respondents	**0**		**15**	

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	9	23	11	6	25	31	33
ED Staff/Coordination	**90**	**81**	**87**	**85**	**78**	**84**	**90**
Knowledge of relevant legislation, regulations, policies, and procedures	92	82	86	85	85	82	90
Responsiveness to your questions	88	76	87	78	70	79	87
Professionalism	--	--	--	--	--	--	96
Sufficiency of legal guidance in responses	89	77	84	94	77	84	89
Communication about changes that may affect your program	--	--	--	--	--	--	88
Consistency of responses with ED staff from different program offices	91	82	89	78	79	84	--
Collaboration with other ED programs or offices in providing relevant services	82	78	83	83	75	80	85
Online Resources	**76**	**71**	**79**	**71**	**67**	**70**	**78**
Ease of finding materials online	64	70	78	74	68	73	77
Quality of content	--	--	--	--	--	--	79
Ability to accomplish what you want on the site	77	73	81	69	68	68	77
Accuracy of search results	--	--	--	--	--	--	77
Ease of navigation	77	71	78	70	67	71	78
Look and feel/Visual appearance	--	--	--	--	--	--	80
Documents	**73**	**67**	**73**	**65**	**74**	**79**	**85**
Clarity	77	70	72	65	74	79	87
Organization of information	74	71	75	69	76	80	87
Sufficiency of detail to meet your program needs	69	66	72	67	73	78	85
Relevance to your areas of need	73	66	74	69	78	81	85
Comprehensiveness in addressing the scope of issues that you face	72	60	68	57	70	79	81
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**76**
Clarity of reporting requirements	--	--	--	--	--	--	84
Ease of obtaining data you are required to report	--	--	--	--	--	--	78
Ease of submitting report(s) electronically	--	--	--	--	--	--	82
Availability of assistance in completing your report(s)	--	--	--	--	--	--	87
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	72
Your understanding of how ED uses your data	--	--	--	--	--	--	68
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	84
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	80
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	78
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	71
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	74
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	83
ACSI	**74**	**62**	**64**	**64**	**67**	**72**	**77**
How satisfied are you with ED's products and services	79	69	69	69	72	76	81
How well ED`s products and services meet expectations	70	57	63	61	64	70	76
How well ED compares with ideal products and services	70	59	61	63	63	71	74
Trust	**--**	**--**	**--**	**--**	**--**	**81**	**88**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	81	88

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	29%	9	55%	18
Agree	52%	16	36%	12
Disagree	10%	3	9%	3
Strongly disagree	3%	1	0%	0
Does not apply	6%	2	0%	0
Number of Respondents	**31**		**33**	

Job role				
Project/State Director	74%	23	73%	24
School Officer	0%	0	0%	0
Grant Coordinator	23%	7	21%	7
Superintendent	0%	0	0%	0
Business Manager	3%	1	3%	1
Other	0%	0	3%	1
Number of Respondents	**31**		**33**	

Length of time in role				
Less than one year	16%	5	12%	4
Between 1 - 3 years	29%	9	36%	12
Between 4 - 10 years	35%	11	36%	12
More than 10 years	19%	6	15%	5
Number of Respondents	**31**		**33**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	27%	9
Did not receive	0%	0	73%	24
Number of Respondents	**0**		**33**	

How heard about REAP program updates and events - REAPRLIS~				
Email announcements from REAP	0%	0	97%	32
Newsletter	0%	0	27%	9
U.S. Department of Education website	0%	0	24%	8
Other	0%	0	9%	3
Number of Respondents	**0**		**33**	

Future technical assistance needed for grant - REAPRLIS~	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Use of grant funds	45%	14	27%	9
Use of G5	16%	5	15%	5
Use of Max.gov	35%	11	18%	6
Providing Technical Assistance to Grantees	35%	11	48%	16
REAP eligibility data and estimating award amounts	35%	11	39%	13
Consolidated grant application process	6%	2	6%	2
Grant eligibility data review and submission	26%	8	30%	10
Fiscal accounting procedures	16%	5	15%	5
Monitoring RLIS grantees	55%	17	45%	15
Use of grant funds for administrative costs	3%	1	9%	3
Reporting and use of data	16%	5	24%	8
Other	3%	1	0%	0
Number of Respondents	**31**		**33**	

CFI Group

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

	2014	2015	2016	2017	2018	2019	2020
Sample Size	8	29	46	45	79	83	53
ED Staff/Coordination	**85**	**88**	**84**	**83**	**83**	**83**	**90**
Knowledge of relevant legislation, regulations, policies, and procedures	93	88	84	83	85	84	90
Responsiveness to your questions	81	88	84	80	82	83	91
Professionalism	--	--	--	--	--	--	93
Sufficiency of legal guidance in responses	89	90	82	81	87	86	93
Communication about changes that may affect your program	--	--	--	--	--	--	89
Consistency of responses with ED staff from different program offices	72	88	85	81	84	85	--
Collaboration with other ED programs or offices in providing relevant services	72	82	86	82	85	86	84
Online Resources	**79**	**75**	**73**	**64**	**73**	**70**	**78**
Ease of finding materials online	78	68	69	60	72	68	76
Quality of content	--	--	--	--	--	--	80
Ability to accomplish what you want on the site	81	75	73	66	76	75	80
Accuracy of search results	--	--	--	--	--	--	78
Ease of navigation	73	75	70	61	70	68	76
Look and feel/Visual appearance	--	--	--	--	--	--	78
Documents	**89**	**74**	**74**	**72**	**77**	**77**	**81**
Clarity	89	74	73	70	75	75	81
Organization of information	90	75	74	72	77	75	82
Sufficiency of detail to meet your program needs	89	71	73	71	77	76	83
Relevance to your areas of need	89	77	75	74	77	80	81
Comprehensiveness in addressing the scope of issues that you face	89	73	73	70	77	79	81
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**80**
Clarity of reporting requirements	--	--	--	--	--	--	82
Ease of obtaining data you are required to report	--	--	--	--	--	--	80
Ease of submitting report(s) electronically	--	--	--	--	--	--	85
Availability of assistance in completing your report(s)	--	--	--	--	--	--	82
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	81
Your understanding of how ED uses your data	--	--	--	--	--	--	72
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**80**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	82
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	79
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	81
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	80
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	80
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	100
ACSI	**83**	**64**	**69**	**72**	**73**	**76**	**83**
How satisfied are you with ED's products and services	88	66	72	75	77	80	88
How well ED`s products and services meet expectations	82	64	68	71	71	73	79
How well ED compares with ideal products and services	78	63	67	70	72	73	80
Trust	**--**	**--**	**--**	**--**	**--**	**82**	**87**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	82	87
REAP-Small, Rural School Achievement (SRSA) Program							
Clarity of instructions for accessing and completing the application	--	--	--	--	--	--	86
Ease of accessing the application using the unique link in the invitation email	--	--	--	--	--	--	88
Navigating the application on the MAX.gov survey tool	--	--	--	--	--	--	84
Preparing and completing the information requested on the application	--	--	--	--	--	--	88
Ease of submitting the application	--	--	--	--	--	--	90
Utilizing the confirmation email	--	--	--	--	--	--	89

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	46%	38	58%	31
Agree	47%	39	40%	21
Disagree	6%	5	2%	1
Strongly disagree	0%	0	0%	0
Does not apply	1%	1	0%	0
Number of Respondents	83		53	

Job role				
Project/State Director	0%	0	0%	0
School Officer	2%	2	4%	2
Grant Coordinator	5%	4	6%	3
Superintendent	35%	29	47%	25
Business Manager	52%	43	36%	19
Other	6%	5	8%	4
Number of Respondents	83		53	

Length of time in role				
Less than one year	4%	3	4%	2
Between 1 - 3 years	14%	12	28%	15
Between 4 - 10 years	45%	37	42%	22
More than 10 years	37%	31	26%	14
Number of Respondents	83		53	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	2%	1
Did not receive	0%	0	98%	52
Number of Respondents	0		53	

How heard about REAP program updates and events - REAPSRS~				
Email announcements from REAP	0%	0	87%	46
Newsletter	0%	0	6%	3
U.S. Department of Education website	0%	0	17%	9
State educational agencies	0%	0	36%	19
Other	0%	0	2%	1
Number of Respondents	0		53	

Future technical assistance needed for grant - REAPSRS~	2019		2020	
	Percent	Frequency	Percent	Frequency
Use of funds	0%	0	51%	27
Use of G5	0%	0	38%	20
Grant application process	0%	0	45%	24
EDGAR	0%	0	9%	5
REAP flexibility	0%	0	51%	27
Reporting and use of data	0%	0	21%	11
REAP eligibility data and estimating award amounts	0%	0	40%	21
More communication of resources	0%	0	4%	2
Other	0%	0	2%	1
Number of Respondents	**0**		**53**	

Rehabilitation Long-Term Training Program
Score Table

	2020
Sample Size	12
ED Staff/Coordination	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	84
Professionalism	96
Sufficiency of legal guidance in responses	79
Communication about changes that may affect your program	86
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	85
Online Resources	**66**
Ease of finding materials online	63
Quality of content	69
Ability to accomplish what you want on the site	62
Accuracy of search results	66
Ease of navigation	67
Look and feel/Visual appearance	68
Documents	**76**
Clarity	70
Organization of information	78
Sufficiency of detail to meet your program needs	76
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	76
Grant Performance Reporting Requirements	**65**
Clarity of reporting requirements	65
Ease of obtaining data you are required to report	72
Ease of submitting report(s) electronically	63
Availability of assistance in completing your report(s)	66
Usefulness of the data to help you improve your grant program/project	65
Your understanding of how ED uses your data	56
Technical Assistance	**61**
TA services provided in helping successfully implement grant programs/projects	74
Enhancing staff skills needed for successful program management	62
Using evidence-based practices in implementing program activities	56
Assistance with developing resource materials for use in the program	60
Creating opportunities to share best practices via learning groups	56
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**68**
How satisfied are you with ED's products and services	80
How well ED`s products and services meet expectations	61
How well ED compares with ideal products and services	61
Trust	**73**
Level of trust in office to meet your organization`s needs	73
Rehabilitation Long-Term Training Program	
Usefulness of messages that are disseminated via RSA listserv	75
Timeliness of messages that are disseminated via RSA listserv	75
Effectiveness in training vocational rehabilitation counselors for employment	94

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	50%	6
Agree	0%	0	33%	4
Disagree	0%	0	8%	1
Strongly disagree	0%	0	8%	1
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**12**	

Job role				
Project/State Director	0%	0	75%	9
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	17%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	8%	1
Number of Respondents	**0**		**12**	

Length of time in role				
Less than one year	0%	0	8%	1
Between 1 - 3 years	0%	0	25%	3
Between 4 - 10 years	0%	0	8%	1
More than 10 years	0%	0	58%	7
Number of Respondents	**0**		**12**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	0%	0
Did not receive	0%	0	100%	12
Number of Respondents	**0**		**12**	

Training would like provided - RLTT				
Statutory and regulatory program requirements	0%	0	58%	7
Payback requirements	0%	0	17%	2
Uniform Guidance	0%	0	17%	2
Calculating the required 10 percent match	0%	0	8%	1
Number of Respondents	**0**		**12**	

Replication and Expansion of High-Quality Charter Schools
Score Table

	2019	2020
Sample Size	**12**	**18**
ED Staff/Coordination	**65**	**56**
Knowledge of relevant legislation, regulations, policies, and procedures	81	62
Responsiveness to your questions	64	55
Professionalism	--	67
Sufficiency of legal guidance in responses	77	50
Communication about changes that may affect your program	--	48
Consistency of responses with ED staff from different program offices	51	--
Collaboration with other ED programs or offices in providing relevant services	63	44
Online Resources	**55**	**56**
Ease of finding materials online	54	56
Quality of content	--	53
Ability to accomplish what you want on the site	52	56
Accuracy of search results	--	51
Ease of navigation	61	56
Look and feel/Visual appearance	--	61
Documents	**65**	**50**
Clarity	59	51
Organization of information	64	52
Sufficiency of detail to meet your program needs	67	48
Relevance to your areas of need	72	53
Comprehensiveness in addressing the scope of issues that you face	66	47
Grant Performance Reporting Requirements	**--**	**40**
Clarity of reporting requirements	--	40
Ease of obtaining data you are required to report	--	49
Ease of submitting report(s) electronically	--	41
Availability of assistance in completing your report(s)	--	39
Usefulness of the data to help you improve your grant program/project	--	36
Your understanding of how ED uses your data	--	31
Technical Assistance	**--**	**40**
TA services provided in helping successfully implement grant programs/projects	--	47
Enhancing staff skills needed for successful program management	--	32
Using evidence-based practices in implementing program activities	--	34
Assistance with developing resource materials for use in the program	--	30
Creating opportunities to share best practices via learning groups	--	41
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	50
ACSI	**59**	**48**
How satisfied are you with ED's products and services	61	54
How well ED`s products and services meet expectations	56	46
How well ED compares with ideal products and services	58	42
Trust	**60**	**56**
Level of trust in office to meet your organization`s needs	60	56
Replication and Expansion of High-Quality Charter Schools		
Dissemination of resources and opportunities the CSP provides	59	55
Comms and info accessible and provided in timely manner	50	54
Technical assistance receive on project implementation and budget questions	63	53
Assistance gives opportunity to give staff an understanding of your project	54	52
Guidance CSP provides on Federal grant compliance	50	46

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	17%	2	11%	2
Agree	67%	8	33%	6
Disagree	8%	1	50%	9
Strongly disagree	0%	0	6%	1
Does not apply	8%	1	0%	0
Number of Respondents	**12**		**18**	

	2019		2020	
Job role				
Project/State Director	58%	7	44%	8
School Officer	0%	0	6%	1
Grant Coordinator	33%	4	33%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	6%	1
Other	8%	1	11%	2
Number of Respondents	**12**		**18**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	67%	8	50%	9
Between 4 - 10 years	33%	4	44%	8
More than 10 years	0%	0	6%	1
Number of Respondents	**12**		**18**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	11%	2
Did not receive	0%	0	89%	16
Number of Respondents	**0**		**18**	

RSA Vocational Rehabilitation Program
Score Table

	2019	2020
Sample Size	**38**	**31**
ED Staff/Coordination	**64**	**75**
Knowledge of relevant legislation, regulations, policies, and procedures	70	76
Responsiveness to your questions	59	72
Professionalism	--	90
Sufficiency of legal guidance in responses	63	66
Communication about changes that may affect your program	--	72
Consistency of responses with ED staff from different program offices	--	--
Collaboration with other ED programs or offices in providing relevant services	56	66
Online Resources	**53**	**61**
Ease of finding materials online	52	57
Quality of content	--	63
Ability to accomplish what you want on the site	55	59
Accuracy of search results	--	62
Ease of navigation	52	60
Look and feel/Visual appearance	--	63
Documents	**60**	**71**
Clarity	59	68
Organization of information	65	76
Sufficiency of detail to meet your program needs	54	67
Relevance to your areas of need	70	77
Comprehensiveness in addressing the scope of issues that you face	53	66
Grant Performance Reporting Requirements	**--**	**65**
Clarity of reporting requirements	--	68
Ease of obtaining data you are required to report	--	55
Ease of submitting report(s) electronically	--	70
Availability of assistance in completing your report(s)	--	69
Usefulness of the data to help you improve your grant program/project	--	64
Your understanding of how ED uses your data	--	65
Technical Assistance	**--**	**64**
TA services provided in helping successfully implement grant programs/projects	--	70
Enhancing staff skills needed for successful program management	--	61
Using evidence-based practices in implementing program activities	--	59
Assistance with developing resource materials for use in the program	--	60
Creating opportunities to share best practices via learning groups	--	62
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	91
ACSI	**49**	**60**
How satisfied are you with ED's products and services	57	68
How well ED`s products and services meet expectations	46	56
How well ED compares with ideal products and services	42	55
Trust	**56**	**66**
Level of trust in office to meet your organization`s needs	56	66

CFI Group

	2019	2020
Sample Size	**38**	**31**
RSA Vocational Rehabilitation Program		
Responsiveness to questions and requests for technical assistance	61	71
Supportiveness in helping complete Unified or Combined State Plan	64	70
Dissemination of subregulatory guidance	61	74
Provision of effective training and dissemination of relevant information	58	65
Data Collection and Reporting	56	74
Fiscal/Grant Management	67	73
Programmatic	59	72
Technical Assistance	59	71
Utility of website for entering required data, retrieving and revising reports	62	66
Ease of navigating website	57	64
Usefulness of information available on the website	57	68
Website technical support	67	66

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	8%	3	13%	4
Agree	53%	20	58%	18
Disagree	26%	10	16%	5
Strongly disagree	11%	4	13%	4
Does not apply	3%	1	0%	0
Number of Respondents	**38**		**31**	

	2019		2020	
Job role				
Project/State Director	87%	33	90%	28
School Officer	0%	0	0%	0
Grant Coordinator	3%	1	0%	0
Superintendent	0%	0	0%	0
Business Manager	5%	2	0%	0
Other	5%	2	10%	3
Number of Respondents	**38**		**31**	

	2019		2020	
Length of time in role				
Less than one year	8%	3	3%	1
Between 1 - 3 years	45%	17	39%	12
Between 4 - 10 years	37%	14	42%	13
More than 10 years	11%	4	16%	5
Number of Respondents	**38**		**31**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	39%	12
Did not receive	0%	0	61%	19
Number of Respondents	**0**		**31**	

CFI Group

School Climate Transformation Grants (LEA)
Score Table

	2015	2016	2017	2018	2019	2020
Sample Size	**45**	**57**	**55**	**59**	**40**	**53**
ED Staff/Coordination	**94**	**94**	**96**	**96**	**75**	**93**
Knowledge of relevant legislation, regulations, policies, and procedures	93	92	95	96	79	95
Responsiveness to your questions	95	95	97	96	76	88
Professionalism	--	--	--	--	--	97
Sufficiency of legal guidance in responses	96	94	93	97	74	91
Communication about changes that may affect your program	--	--	--	--	--	93
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	91
Online Resources	**78**	**83**	**86**	**90**	**67**	**83**
Ease of finding materials online	81	87	86	89	71	82
Quality of content	--	--	--	--	--	85
Ability to accomplish what you want on the site	79	85	89	89	65	81
Accuracy of search results	--	--	--	--	--	83
Ease of navigation	77	83	87	88	69	82
Look and feel/Visual appearance	--	--	--	--	--	84
Documents	**78**	**88**	**88**	**91**	**74**	**87**
Clarity	77	87	88	91	75	87
Organization of information	79	88	88	91	78	87
Sufficiency of detail to meet your program needs	78	87	89	92	75	88
Relevance to your areas of need	79	88	89	93	77	87
Comprehensiveness in addressing the scope of issues that you face	78	87	88	92	72	86
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**82**
Clarity of reporting requirements	--	--	--	--	--	83
Ease of obtaining data you are required to report	--	--	--	--	--	82
Ease of submitting report(s) electronically	--	--	--	--	--	77
Availability of assistance in completing your report(s)	--	--	--	--	--	83
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	86
Your understanding of how ED uses your data	--	--	--	--	--	80
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**84**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	84
Enhancing staff skills needed for successful program management	--	--	--	--	--	84
Using evidence-based practices in implementing program activities	--	--	--	--	--	87
Assistance with developing resource materials for use in the program	--	--	--	--	--	83
Creating opportunities to share best practices via learning groups	--	--	--	--	--	82
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	92
ACSI	**75**	**84**	**87**	**90**	**77**	**82**
How satisfied are you with ED's products and services	80	88	91	95	80	86
How well ED`s products and services meet expectations	73	83	84	87	76	80
How well ED compares with ideal products and services	71	81	84	88	74	79
Trust	**--**	**--**	**--**	**--**	**76**	**92**
Level of trust in office to meet your organization`s needs	--	--	--	--	76	92

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	45%	18	60%	32
Agree	43%	17	38%	20
Disagree	10%	4	0%	0
Strongly disagree	3%	1	2%	1
Does not apply	0%	0	0%	0
Number of Respondents	**40**		**53**	

Job role				
Project/State Director	43%	17	72%	38
School Officer	0%	0	2%	1
Grant Coordinator	53%	21	21%	11
Superintendent	0%	0	2%	1
Business Manager	0%	0	0%	0
Other	5%	2	4%	2
Number of Respondents	**40**		**53**	

Length of time in role				
Less than one year	10%	4	43%	23
Between 1 - 3 years	20%	8	42%	22
Between 4 - 10 years	57%	23	4%	2
More than 10 years	13%	5	11%	6
Number of Respondents	**40**		**53**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	25%	13
Did not receive	0%	0	75%	40
Number of Respondents	**0**		**53**	

School Climate Transformation Grants (SEAs)
Score Table

	2015	2016	2017	2018	2019	2020
Sample Size	**7**	**13**	**10**	**10**	**0**	**11**
ED Staff/Coordination	**84**	**85**	**92**	**92**	**--**	**88**
Knowledge of relevant legislation, regulations, policies, and procedures	78	89	90	93	--	85
Responsiveness to your questions	85	90	92	92	--	90
Professionalism	--	--	--	--	--	97
Sufficiency of legal guidance in responses	82	83	91	89	--	86
Communication about changes that may affect your program	--	--	--	--	--	87
Consistency of responses with ED staff from different program offices	78	81	93	100	--	--
Collaboration with other ED programs or offices in providing relevant services	78	76	93	92	--	90
Online Resources	**67**	**74**	**86**	**86**	**--**	**86**
Ease of finding materials online	63	70	88	89	--	85
Quality of content	--	--	--	--	--	90
Ability to accomplish what you want on the site	67	75	88	89	--	88
Accuracy of search results	--	--	--	--	--	85
Ease of navigation	70	76	87	81	--	83
Look and feel/Visual appearance	--	--	--	--	--	83
Documents	**75**	**77**	**87**	**83**	**--**	**84**
Clarity	72	76	86	83	--	84
Organization of information	72	76	88	83	--	86
Sufficiency of detail to meet your program needs	78	77	88	84	--	84
Relevance to your areas of need	76	79	88	85	--	86
Comprehensiveness in addressing the scope of issues that you face	78	77	84	83	--	82
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**85**
Clarity of reporting requirements	--	--	--	--	--	90
Ease of obtaining data you are required to report	--	--	--	--	--	90
Ease of submitting report(s) electronically	--	--	--	--	--	74
Availability of assistance in completing your report(s)	--	--	--	--	--	83
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	86
Your understanding of how ED uses your data	--	--	--	--	--	83
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**88**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	85
Enhancing staff skills needed for successful program management	--	--	--	--	--	92
Using evidence-based practices in implementing program activities	--	--	--	--	--	92
Assistance with developing resource materials for use in the program	--	--	--	--	--	89
Creating opportunities to share best practices via learning groups	--	--	--	--	--	91
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	94
ACSI	**59**	**74**	**78**	**79**	**--**	**83**
How satisfied are you with ED's products and services	68	81	87	82	--	87
How well ED`s products and services meet expectations	51	69	73	79	--	83
How well ED compares with ideal products and services	56	69	73	74	--	80
Trust	**--**	**--**	**--**	**--**	**--**	**91**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	91
School Climate Transformation Grants (SEAs) program						
Helpfulness of technical assistance	--	--	--	--	--	83

Demographic Table

Overall I am satisfied with the quality of EDs products and services	2019		2020	
	Percent	Frequency	Percent	Frequency
Strongly agree	0%	0	55%	6
Agree	0%	0	45%	5
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**11**	

Job role				
Project/State Director	0%	0	82%	9
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	18%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**11**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	55%	6
Between 4 - 10 years	0%	0	27%	3
More than 10 years	0%	0	18%	2
Number of Respondents	**0**		**11**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	64%	7
Did not receive	0%	0	36%	4
Number of Respondents	**0**		**11**	

Frequency of tech assistance from OSSS office - SCTG SEA				
Monthly	0%	0	64%	7
Quarterly	0%	0	36%	4
Number of Respondents	**0**		**11**	

Most helpful form of tech assistance - SCTG SEA				
Written guidance	0%	0	9%	1
Email communication	0%	0	36%	4
Annual meetings/conferences	0%	0	55%	6
Number of Respondents	**0**		**11**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
TA content most useful - SCTG SEA~				
Using data for effective student outcomes	0%	0	64%	7
Leveraging alignment, integration and sustainability	0%	0	73%	8
Effectiveness and efficiency of communications	0%	0	9%	1
Leveraging public/private partnerships for sustainability	0%	0	9%	1
Federal project management	0%	0	36%	4
Federal grant fiscal management	0%	0	36%	4
Federal grant contracting do's and don'ts	0%	0	36%	4
Federal grant regulations	0%	0	18%	2
Federal grant administration	0%	0	9%	1
Other	0%	0	9%	1
Number of Respondents	**0**		**11**	

CFI Group

Statewide Family Engagement Centers (SFEC)
Score Table

	2020
Sample Size	**8**
ED Staff/Coordination	**97**
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	100
Professionalism	100
Sufficiency of legal guidance in responses	99
Communication about changes that may affect your program	93
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	97
Online Resources	**74**
Ease of finding materials online	74
Quality of content	76
Ability to accomplish what you want on the site	69
Accuracy of search results	81
Ease of navigation	78
Look and feel/Visual appearance	69
Documents	**85**
Clarity	81
Organization of information	85
Sufficiency of detail to meet your program needs	89
Relevance to your areas of need	89
Comprehensiveness in addressing the scope of issues that you face	81
Grant Performance Reporting Requirements	**84**
Clarity of reporting requirements	86
Ease of obtaining data you are required to report	88
Ease of submitting report(s) electronically	97
Availability of assistance in completing your report(s)	93
Usefulness of the data to help you improve your grant program/project	74
Your understanding of how ED uses your data	65
Technical Assistance	**84**
TA services provided in helping successfully implement grant programs/projects	96
Enhancing staff skills needed for successful program management	76
Using evidence-based practices in implementing program activities	76
Assistance with developing resource materials for use in the program	76
Creating opportunities to share best practices via learning groups	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	72
ACSI	**83**
How satisfied are you with ED's products and services	88
How well ED`s products and services meet expectations	79
How well ED compares with ideal products and services	81
Trust	**96**
Level of trust in office to meet your organization`s needs	96
Statewide Family Engagement Centers (SFEC) program	
Ability to resolve issues	100
Use of clear and concise written and verbal communication	100
Frequency of communication	98
Overall satisfaction with service provided by the program officer	100
Satisfaction with the Program Director's Meeting	90

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	63%	5
Agree	0%	0	38%	3
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**8**	

Job role				
Project/State Director	0%	0	100%	8
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	**0**		**8**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	100%	8
Between 4 - 10 years	0%	0	0%	0
More than 10 years	0%	0	0%	0
Number of Respondents	**0**		**8**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	50%	4
Did not receive	0%	0	50%	4
Number of Respondents	**0**		**8**	

Strengthening Historically Black Colleges and Universities (HBCU)
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**56**	**0**	**60**	**0**	**0**	**0**	**26**
ED Staff/Coordination	**73**	**--**	**81**	**--**	**--**	**--**	**91**
Knowledge of relevant legislation, regulations, policies, and procedures	77	--	83	--	--	--	93
Responsiveness to your questions	66	--	81	--	--	--	89
Professionalism	--	--	--	--	--	--	94
Sufficiency of legal guidance in responses	71	--	81	--	--	--	92
Communication about changes that may affect your program	--	--	--	--	--	--	91
Consistency of responses with ED staff from different program offices	67	--	77	--	--	--	88
Collaboration with other ED programs or offices in providing relevant services	70	--	79	--	--	--	90
Online Resources	**72**	**--**	**76**	**--**	**--**	**--**	**78**
Ease of finding materials online	69	--	74	--	--	--	77
Quality of content	--	--	--	--	--	--	79
Ability to accomplish what you want on the site	70	--	75	--	--	--	76
Accuracy of search results	--	--	--	--	--	--	80
Ease of navigation	72	--	77	--	--	--	78
Look and feel/Visual appearance	--	--	--	--	--	--	77
Information in Application Package	**83**	**--**	**84**	**--**	**--**	**--**	**90**
Program Purpose	84	--	85	--	--	--	92
Program Priorities	84	--	82	--	--	--	90
Selection Criteria	82	--	82	--	--	--	90
Review Process	77	--	80	--	--	--	87
Budget Information and Forms	82	--	84	--	--	--	90
Deadline for Submission	84	--	85	--	--	--	90
Dollar Limit on Awards	84	--	87	--	--	--	88
Page Limitation Instructions	84	--	84	--	--	--	86
Formatting Instructions	79	--	83	--	--	--	88
Program Contact	87	--	88	--	--	--	93
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**80**
Clarity of reporting requirements	--	--	--	--	--	--	79
Ease of obtaining data you are required to report	--	--	--	--	--	--	78
Ease of submitting report(s) electronically	--	--	--	--	--	--	88
Availability of assistance in completing your report(s)	--	--	--	--	--	--	82
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	81
Your understanding of how ED uses your data	--	--	--	--	--	--	73
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**85**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	85
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ACSI	**65**	**--**	**71**	**--**	**--**	**--**	**82**
How satisfied are you with ED's products and services	71	--	76	--	--	--	88
How well ED`s products and services meet expectations	62	--	70	--	--	--	80
How well ED compares with ideal products and services	62	--	67	--	--	--	78
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**91**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	91

	2014	2015	2016	2017	2018	2019	2020
Sample Size	56	0	60	0	0	0	26
Strengthening Historically Black Colleges and Universities (HBCU) program							
Responsiveness to your questions	68	--	81	--	--	--	87
Knowledge of relevant legislation, regulations, policies and procedures	80	--	83	--	--	--	90
Ability to resolve issues	--	--	--	--	--	--	93
Use of clear and concise written and verbal communication	--	--	--	--	--	--	89
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	--	84
Timeliness of the grant award notification	--	--	--	--	--	--	80
Availability of funds with adequate time for implementation	--	--	--	--	--	--	82
Transparency of how funds are distributed among grantees	--	--	--	--	--	--	88
Sufficiency of information provided to keep you informed	--	--	--	--	--	--	87
Frequency of communication	--	--	--	--	--	--	86
Clarity of communication	--	--	--	--	--	--	88

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	46%	12
Agree	0%	0	42%	11
Disagree	0%	0	4%	1
Strongly disagree	0%	0	8%	2
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**26**	

Job role				
Project/State Director	0%	0	77%	20
School Officer	0%	0	4%	1
Grant Coordinator	0%	0	15%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	4%	1
Number of Respondents	**0**		**26**	

Length of time in role				
Less than one year	0%	0	8%	2
Between 1 - 3 years	0%	0	19%	5
Between 4 - 10 years	0%	0	42%	11
More than 10 years	0%	0	31%	8
Number of Respondents	**0**		**26**	

Preferred method of communication - HBCU				
Individual Email	0%	0	77%	20
Blast/Distribution list email	0%	0	12%	3
Telephone	0%	0	8%	2
Other	0%	0	4%	1
Number of Respondents	**0**		**26**	

Strengthening Institutions Program
Score Table

	2015	2016	2017	2018	2019	2020
Sample Size	102	0	0	120	144	107
ED Staff/Coordination	**78**	**--**	**--**	**82**	**84**	**88**
Knowledge of relevant legislation, regulations, policies, and procedures	83	--	--	86	84	91
Responsiveness to your questions	70	--	--	79	81	81
Professionalism	--	--	--	--	--	93
Sufficiency of legal guidance in responses	76	--	--	84	86	86
Communication about changes that may affect your program	--	--	--	--	--	85
Consistency of responses with ED staff from different program offices	82	--	--	83	85	86
Collaboration with other ED programs or offices in providing relevant services	85	--	--	87	86	88
Online Resources	**72**	**--**	**--**	**63**	**69**	**74**
Ease of finding materials online	67	--	--	64	69	73
Quality of content	--	--	--	--	--	75
Ability to accomplish what you want on the site	72	--	--	62	69	74
Accuracy of search results	--	--	--	--	--	74
Ease of navigation	72	--	--	66	70	74
Look and feel/Visual appearance	--	--	--	--	--	71
Information in Application Package	**85**	**--**	**--**	**84**	**87**	**86**
Program Purpose	85	--	--	86	88	85
Program Priorities	85	--	--	84	88	85
Selection Criteria	81	--	--	84	85	84
Review Process	79	--	--	83	82	81
Budget Information and Forms	82	--	--	80	83	83
Deadline for Submission	88	--	--	86	90	90
Dollar Limit on Awards	86	--	--	87	88	88
Page Limitation Instructions	87	--	--	85	87	87
Formatting Instructions	85	--	--	81	85	84
Program Contact	86	--	--	86	90	88
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**70**
Clarity of reporting requirements	--	--	--	--	--	70
Ease of obtaining data you are required to report	--	--	--	--	--	71
Ease of submitting report(s) electronically	--	--	--	--	--	81
Availability of assistance in completing your report(s)	--	--	--	--	--	68
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	72
Your understanding of how ED uses your data	--	--	--	--	--	61
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**76**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	76
Enhancing staff skills needed for successful program management	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--
ACSI	**67**	**--**	**--**	**64**	**77**	**75**
How satisfied are you with ED's products and services	73	--	--	73	84	82
How well ED`s products and services meet expectations	65	--	--	61	74	72
How well ED compares with ideal products and services	62	--	--	58	71	70

CFI Group

	2015	2016	2017	2018	2019	2020
Sample Size	**102**	**0**	**0**	**120**	**144**	**107**
Trust	**--**	**--**	**--**	**--**	**85**	**82**
Level of trust in office to meet your organization`s needs	--	--	--	--	85	82
Strengthening Institutions Program						
Responsiveness to questions	--	--	--	76	82	77
Knowledge of relevant legislation, regulations, policies, and procedures	85	--	--	81	86	86
Ability to resolve issues	--	--	--	80	87	82
Use of clear and concise written and verbal communication	--	--	--	78	85	80
Timely resolution of general programmatic and/or financial issues	--	--	--	74	83	78
Timeliness of the grant award notification	--	--	--	--	--	78
Availability of funds with adequate time for implementation	--	--	--	--	--	80
Transparency of how funds are distributed among grantees	--	--	--	--	--	87
Sufficiency of information provided to keep you informed	--	--	--	--	--	78
Frequency of communication	--	--	--	--	--	72
Clarity of communication	--	--	--	--	--	77
Post award guidelines	74	--	--	--	--	--
Performance reports	72	--	--	--	--	--

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	42%	61	43%	46
Agree	49%	71	42%	45
Disagree	3%	4	9%	10
Strongly disagree	1%	1	4%	4
Does not apply	5%	7	2%	2
Number of Respondents	**144**		**107**	

Job role				
Project/State Director	58%	84	64%	69
School Officer	7%	10	5%	5
Grant Coordinator	31%	44	25%	27
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	4%	6	6%	6
Number of Respondents	**144**		**107**	

Length of time in role				
Less than one year	26%	37	16%	17
Between 1 - 3 years	36%	52	49%	52
Between 4 - 10 years	32%	46	33%	35
More than 10 years	6%	9	3%	3
Number of Respondents	**144**		**107**	

Preferred method of communication - SIP				
Individual Email	0%	0	91%	97
Blast/Distribution list email	0%	0	4%	4
Telephone	0%	0	1%	1
Webinar	0%	0	3%	3
Other	0%	0	2%	2
Number of Respondents	**0**		**107**	

Student Support and Academic Enrichment
Score Table

	2018	2019	2020
Sample Size	31	22	36
ED Staff/Coordination	**69**	**62**	**82**
Knowledge of relevant legislation, regulations, policies, and procedures	77	68	84
Responsiveness to your questions	70	54	77
Professionalism	--	--	92
Sufficiency of legal guidance in responses	76	69	79
Communication about changes that may affect your program	--	--	78
Consistency of responses with ED staff from different program offices	72	65	--
Collaboration with other ED programs or offices in providing relevant services	74	57	77
Online Resources	**64**	**60**	**71**
Ease of finding materials online	61	60	70
Quality of content	--	--	70
Ability to accomplish what you want on the site	62	60	68
Accuracy of search results	--	--	68
Ease of navigation	64	61	70
Look and feel/Visual appearance	--	--	72
Documents	**64**	**69**	**80**
Clarity	66	74	80
Organization of information	69	73	83
Sufficiency of detail to meet your program needs	61	66	78
Relevance to your areas of need	65	73	81
Comprehensiveness in addressing the scope of issues that you face	60	57	76
Grant Performance Reporting Requirements	**--**	**--**	**64**
Clarity of reporting requirements	--	--	70
Ease of obtaining data you are required to report	--	--	59
Ease of submitting report(s) electronically	--	--	76
Availability of assistance in completing your report(s)	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	55
Your understanding of how ED uses your data	--	--	54
Technical Assistance	**--**	**--**	**80**
TA services provided in helping successfully implement grant programs/projects	--	--	83
Enhancing staff skills needed for successful program management	--	--	77
Using evidence-based practices in implementing program activities	--	--	77
Assistance with developing resource materials for use in the program	--	--	76
Creating opportunities to share best practices via learning groups	--	--	86
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	85
ACSI	**56**	**51**	**75**
How satisfied are you with ED's products and services	61	56	81
How well ED`s products and services meet expectations	52	47	71
How well ED compares with ideal products and services	54	51	70
Trust	**--**	**61**	**87**
Level of trust in office to meet your organization`s needs	--	61	87
Student Support and Academic Enrichment			
Usefulness of the NCSSLE website	--	--	73
Usefulness of the Title IV Part A Portal	--	--	84

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	9%	2	33%	12
Agree	68%	15	61%	22
Disagree	18%	4	6%	2
Strongly disagree	5%	1	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**22**		**36**	

Job role				
Project/State Director	86%	19	69%	25
School Officer	0%	0	0%	0
Grant Coordinator	14%	3	19%	7
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	11%	4
Number of Respondents	**22**		**36**	

Length of time in role				
Less than one year	9%	2	22%	8
Between 1 - 3 years	59%	13	44%	16
Between 4 - 10 years	27%	6	25%	9
More than 10 years	5%	1	8%	3
Number of Respondents	**22**		**36**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	67%	24
Did not receive	0%	0	33%	12
Number of Respondents	**0**		**36**	

Frequency of visiting NCSSLE website - SSAE				
Weekly	0%	0	22%	8
Monthly	0%	0	31%	11
Every few months	0%	0	36%	13
Never	0%	0	11%	4
Number of Respondents	**0**		**36**	

Frequency of visiting Title IV Part A Portal - SSAE				
Daily	0%	0	6%	2
Weekly	0%	0	44%	16
Monthly	0%	0	31%	11
Never	0%	0	19%	7
Number of Respondents	**0**		**36**	

Student Support Services
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	114	0	131	0	0	0	110
ED Staff/Coordination	**80**	**--**	**78**	**--**	**--**	**--**	**78**
Knowledge of relevant legislation, regulations, policies, and procedures	85	--	81	--	--	--	83
Responsiveness to your questions	76	--	77	--	--	--	72
Professionalism	--	--	--	--	--	--	86
Sufficiency of legal guidance in responses	78	--	75	--	--	--	74
Communication about changes that may affect your program	--	--	--	--	--	--	74
Consistency of responses with ED staff from different program offices	74	--	74	--	--	--	74
Collaboration with other ED programs or offices in providing relevant services	82	--	78	--	--	--	78
Online Resources	**74**	**--**	**71**	**--**	**--**	**--**	**73**
Ease of finding materials online	71	--	68	--	--	--	75
Quality of content	--	--	--	--	--	--	72
Ability to accomplish what you want on the site	75	--	71	--	--	--	74
Accuracy of search results	--	--	--	--	--	--	75
Ease of navigation	73	--	69	--	--	--	73
Look and feel/Visual appearance	--	--	--	--	--	--	70
Information in Application Package	**83**	**--**	**84**	**--**	**--**	**--**	**87**
Program Purpose	85	--	87	--	--	--	88
Program Priorities	84	--	84	--	--	--	87
Selection Criteria	84	--	85	--	--	--	87
Review Process	80	--	81	--	--	--	83
Budget Information and Forms	79	--	80	--	--	--	84
Deadline for Submission	84	--	87	--	--	--	89
Dollar Limit on Awards	82	--	83	--	--	--	87
Page Limitation Instructions	85	--	86	--	--	--	88
Formatting Instructions	83	--	83	--	--	--	86
Program Contact	85	--	84	--	--	--	87
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**78**
Clarity of reporting requirements	--	--	--	--	--	--	80
Ease of obtaining data you are required to report	--	--	--	--	--	--	79
Ease of submitting report(s) electronically	--	--	--	--	--	--	82
Availability of assistance in completing your report(s)	--	--	--	--	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	78
Your understanding of how ED uses your data	--	--	--	--	--	--	71
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**75**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	75
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ACSI	**68**	**--**	**68**	**--**	**--**	**--**	**73**
How satisfied are you with ED's products and services	74	--	74	--	--	--	80
How well ED`s products and services meet expectations	66	--	65	--	--	--	71
How well ED compares with ideal products and services	64	--	63	--	--	--	67

CFI Group

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**114**	**0**	**131**	**0**	**0**	**0**	**110**
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**75**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	75
Student Support Services	**80**	**--**	**76**	**--**	**--**	**--**	**70**
Responsiveness to your questions	75	--	73	--	--	--	74
Knowledge of relevant legislation, regulations, policies and procedures	84	--	81	--	--	--	80
Ability to resolve issues	--	--	--	--	--	--	77
Use of clear and concise written and verbal communication	--	--	--	--	--	--	76
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	--	71
Timeliness of the grant award notification	--	--	--	--	--	--	45
Availability of funds with adequate time for implementation	--	--	--	--	--	--	57
Transparency of how funds are distributed among grantees	--	--	--	--	--	--	75
Sufficiency of information provided to keep you informed	--	--	--	--	--	--	68
Frequency of communication	--	--	--	--	--	--	64
Clarity of communication	--	--	--	--	--	--	70

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	31%	34
Agree	0%	0	55%	60
Disagree	0%	0	9%	10
Strongly disagree	0%	0	4%	4
Does not apply	0%	0	2%	2
Number of Respondents	**0**		**110**	

	2019		2020	
Job role				
Project/State Director	0%	0	88%	97
School Officer	0%	0	1%	1
Grant Coordinator	0%	0	5%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	5%	6
Number of Respondents	**0**		**110**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	5%	5
Between 1 - 3 years	0%	0	32%	35
Between 4 - 10 years	0%	0	34%	37
More than 10 years	0%	0	30%	33
Number of Respondents	**0**		**110**	

	2019		2020	
Preferred method of communication - SSS				
Individual Email	0%	0	85%	94
Blast/Distribution list email	0%	0	8%	9
Telephone	0%	0	1%	1
Webinar	0%	0	5%	5
Other	0%	0	1%	1
Number of Respondents	**0**		**110**	

Supporting Effective Educator Development Program
Score Table

	2019	2020
Sample Size	14	18
ED Staff/Coordination	**80**	**68**
Knowledge of relevant legislation, regulations, policies, and procedures	85	71
Responsiveness to your questions	72	70
Professionalism	--	82
Sufficiency of legal guidance in responses	92	65
Communication about changes that may affect your program	--	56
Consistency of responses with ED staff from different program offices	75	--
Collaboration with other ED programs or offices in providing relevant services	77	57
Online Resources	**67**	**65**
Ease of finding materials online	68	67
Quality of content	--	67
Ability to accomplish what you want on the site	67	66
Accuracy of search results	--	62
Ease of navigation	70	64
Look and feel/Visual appearance	--	64
Documents	**79**	**59**
Clarity	76	63
Organization of information	78	62
Sufficiency of detail to meet your program needs	79	59
Relevance to your areas of need	81	58
Comprehensiveness in addressing the scope of issues that you face	79	50
Grant Performance Reporting Requirements	**--**	**52**
Clarity of reporting requirements	--	49
Ease of obtaining data you are required to report	--	57
Ease of submitting report(s) electronically	--	58
Availability of assistance in completing your report(s)	--	55
Usefulness of the data to help you improve your grant program/project	--	56
Your understanding of how ED uses your data	--	33
Technical Assistance	**--**	**61**
TA services provided in helping successfully implement grant programs/projects	--	65
Enhancing staff skills needed for successful program management	--	58
Using evidence-based practices in implementing program activities	--	61
Assistance with developing resource materials for use in the program	--	56
Creating opportunities to share best practices via learning groups	--	50
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	93
ACSI	**68**	**57**
How satisfied are you with ED's products and services	75	62
How well ED`s products and services meet expectations	65	54
How well ED compares with ideal products and services	63	54
Trust	**74**	**60**
Level of trust in office to meet your organization`s needs	74	60
Supporting Effective Educator Development Program		
Assistance in improving program planning and implementation	71	64
Providing relevant information and ideas	74	64
Connecting you with other experts or practitioners	74	72
Implementing a meaningful, rigorous evaluation	61	48
Gaining helpful tech assistance to conduct meaningful, rigorous evaluation	68	54

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	43%	6	6%	1
Agree	50%	7	39%	7
Disagree	0%	0	39%	7
Strongly disagree	7%	1	6%	1
Does not apply	0%	0	11%	2
Number of Respondents	**14**		**18**	

Job role				
Project/State Director	57%	8	61%	11
School Officer	0%	0	0%	0
Grant Coordinator	21%	3	28%	5
Superintendent	0%	0	0%	0
Business Manager	7%	1	0%	0
Other	14%	2	11%	2
Number of Respondents	**14**		**18**	

Length of time in role				
Less than one year	7%	1	6%	1
Between 1 - 3 years	43%	6	44%	8
Between 4 - 10 years	29%	4	33%	6
More than 10 years	21%	3	17%	3
Number of Respondents	**14**		**18**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	17%	3
Did not receive	0%	0	83%	15
Number of Respondents	**0**		**18**	

SEED Cohort				
FY 2015	23%	3	0%	0
FY 2016 Evaluation Extension	8%	1	0%	0
FY 2017	31%	4	39%	7
FY 2018	38%	5	61%	11
Number of Respondents	**13**		**18**	

CFI Group

Supporting Effective Instruction State Grants
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	57	19	31	24	28	17	26
ED Staff/Coordination	**86**	**69**	**74**	**74**	**78**	**72**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	85	71	73	81	79	75	86
Responsiveness to your questions	87	68	70	69	78	64	81
Professionalism	--	--	--	--	--	--	91
Sufficiency of legal guidance in responses	85	66	71	72	74	79	81
Communication about changes that may affect your program	--	--	--	--	--	--	80
Consistency of responses with ED staff from different program offices	83	64	80	80	75	79	--
Collaboration with other ED programs or offices in providing relevant services	84	65	79	78	80	72	74
Online Resources	**64**	**55**	**63**	**70**	**64**	**47**	**51**
Ease of finding materials online	59	49	59	65	65	48	53
Quality of content	--	--	--	--	--	--	58
Ability to accomplish what you want on the site	63	53	62	71	66	48	50
Accuracy of search results	--	--	--	--	--	--	51
Ease of navigation	63	50	58	66	61	45	45
Look and feel/Visual appearance	--	--	--	--	--	--	52
Documents	**77**	**58**	**70**	**78**	**70**	**68**	**66**
Clarity	77	61	69	78	73	70	67
Organization of information	79	60	73	83	74	71	69
Sufficiency of detail to meet your program needs	76	52	66	76	67	64	64
Relevance to your areas of need	79	59	73	80	70	72	68
Comprehensiveness in addressing the scope of issues that you face	74	58	67	74	67	64	59
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**61**
Clarity of reporting requirements	--	--	--	--	--	--	65
Ease of obtaining data you are required to report	--	--	--	--	--	--	62
Ease of submitting report(s) electronically	--	--	--	--	--	--	71
Availability of assistance in completing your report(s)	--	--	--	--	--	--	65
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	55
Your understanding of how ED uses your data	--	--	--	--	--	--	51
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**68**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	69
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	64
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	61
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	52
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	61
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	85
ACSI	**65**	**50**	**61**	**64**	**58**	**52**	**58**
How satisfied are you with ED's products and services	69	58	65	68	67	58	65
How well ED`s products and services meet expectations	64	46	59	61	51	49	54
How well ED compares with ideal products and services	61	44	57	61	54	48	55
Trust	**--**	**--**	**--**	**--**	**--**	**57**	**80**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	57	80
Supporting Effective Instruction State Grants (Title II, Part A)							
Provides assistance that enhances capacity to implement	--	--	--	66	68	59	63
Provides support that is responsive to my State's needs to implement	--	--	--	65	67	59	67
Helps address implementation challenges	--	--	66	67	65	63	63
Provides information about key changes to requirements	--	--	--	74	73	66	67

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	6%	1	8%	2
Agree	35%	6	62%	16
Disagree	35%	6	15%	4
Strongly disagree	6%	1	4%	1
Does not apply	18%	3	12%	3
Number of Respondents	**17**		**26**	

	2019		2020	
Job role				
Project/State Director	94%	16	77%	20
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	19%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	6%	1	4%	1
Number of Respondents	**17**		**26**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	12%	3
Between 1 - 3 years	29%	5	46%	12
Between 4 - 10 years	41%	7	23%	6
More than 10 years	29%	5	19%	5
Number of Respondents	**17**		**26**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	42%	11
Did not receive	0%	0	58%	15
Number of Respondents	**0**		**26**	

Teacher and School Leader Incentive Grants
Score Table

	2019	2020
Sample Size	19	14
ED Staff/Coordination	**81**	**81**
Knowledge of relevant legislation, regulations, policies, and procedures	82	84
Responsiveness to your questions	82	81
Professionalism	--	87
Sufficiency of legal guidance in responses	78	79
Communication about changes that may affect your program	--	74
Consistency of responses with ED staff from different program offices	89	--
Collaboration with other ED programs or offices in providing relevant services	81	87
Online Resources	**70**	**88**
Ease of finding materials online	71	88
Quality of content	--	91
Ability to accomplish what you want on the site	70	87
Accuracy of search results	--	92
Ease of navigation	70	89
Look and feel/Visual appearance	--	94
Documents	**79**	**83**
Clarity	76	84
Organization of information	80	86
Sufficiency of detail to meet your program needs	78	83
Relevance to your areas of need	80	84
Comprehensiveness in addressing the scope of issues that you face	78	81
Grant Performance Reporting Requirements	**--**	**81**
Clarity of reporting requirements	--	78
Ease of obtaining data you are required to report	--	89
Ease of submitting report(s) electronically	--	93
Availability of assistance in completing your report(s)	--	77
Usefulness of the data to help you improve your grant program/project	--	83
Your understanding of how ED uses your data	--	66
Technical Assistance	**--**	**81**
TA services provided in helping successfully implement grant programs/projects	--	82
Enhancing staff skills needed for successful program management	--	85
Using evidence-based practices in implementing program activities	--	82
Assistance with developing resource materials for use in the program	--	81
Creating opportunities to share best practices via learning groups	--	88
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	93
ACSI	**79**	**75**
How satisfied are you with ED's products and services	84	81
How well ED`s products and services meet expectations	76	71
How well ED compares with ideal products and services	75	71
Trust	**85**	**73**
Level of trust in office to meet your organization`s needs	85	73
Teacher and school leader incentive grants (ESEA II-B-1)		
Assistance in improving program planning and implementation	72	87
Providing relevant information and ideas	72	90
Connecting you with other experts or practitioners	78	88
Relevant knowledge of program activities	73	83
Quality and helpfulness of communication	75	79

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	37%	7	57%	8
Agree	58%	11	29%	4
Disagree	5%	1	7%	1
Strongly disagree	0%	0	7%	1
Does not apply	0%	0	0%	0
Number of Respondents	**19**		**14**	

Job role				
Project/State Director	58%	11	64%	9
School Officer	0%	0	0%	0
Grant Coordinator	37%	7	14%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	5%	1	21%	3
Number of Respondents	**19**		**14**	

Length of time in role				
Less than one year	5%	1	14%	2
Between 1 - 3 years	53%	10	50%	7
Between 4 - 10 years	37%	7	29%	4
More than 10 years	5%	1	7%	1
Number of Respondents	**19**		**14**	

Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	21%	3
Did not receive	0%	0	79%	11
Number of Respondents	**0**		**14**	

TIFTSL Cohort				
TIF 5	61%	11	23%	3
TSL	39%	7	0%	0
TSL 2019 Grant	0%	0	8%	1
TSL Cohort 1	0%	0	69%	9
Number of Respondents	**18**		**13**	

CFI Group

Teacher Quality Partnership Program
Score Table

	2020
Sample Size	**21**
ED Staff/Coordination	**92**
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	91
Professionalism	96
Sufficiency of legal guidance in responses	88
Communication about changes that may affect your program	92
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	94
Online Resources	**83**
Ease of finding materials online	83
Quality of content	84
Ability to accomplish what you want on the site	84
Accuracy of search results	84
Ease of navigation	82
Look and feel/Visual appearance	83
Documents	**86**
Clarity	86
Organization of information	86
Sufficiency of detail to meet your program needs	84
Relevance to your areas of need	90
Comprehensiveness in addressing the scope of issues that you face	84
Grant Performance Reporting Requirements	**84**
Clarity of reporting requirements	86
Ease of obtaining data you are required to report	80
Ease of submitting report(s) electronically	88
Availability of assistance in completing your report(s)	89
Usefulness of the data to help you improve your grant program/project	87
Your understanding of how ED uses your data	72
Technical Assistance	**83**
TA services provided in helping successfully implement grant programs/projects	84
Enhancing staff skills needed for successful program management	86
Using evidence-based practices in implementing program activities	87
Assistance with developing resource materials for use in the program	68
Creating opportunities to share best practices via learning groups	78
ED-Funded TA Provider helpfulness in your learning to implement grant project	70
ACSI	**82**
How satisfied are you with ED's products and services	89
How well ED`s products and services meet expectations	79
How well ED compares with ideal products and services	76
Trust	**92**
Level of trust in office to meet your organization`s needs	92
Teacher Quality Partnership Program	
Accessibility and responsiveness of TQP program staff	90
Clarity of information provided by TQP program staff	88
Monitoring and reports sufficiently help program staff understand your project	92

CFI Group

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	67%	14
Agree	0%	0	19%	4
Disagree	0%	0	10%	2
Strongly disagree	0%	0	5%	1
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**21**	

	2019		2020	
Job role				
Project/State Director	0%	0	71%	15
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	14%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	14%	3
Number of Respondents	**0**		**21**	

	2019		2020	
Length of time in role				
Less than one year	0%	0	10%	2
Between 1 - 3 years	0%	0	38%	8
Between 4 - 10 years	0%	0	29%	6
More than 10 years	0%	0	24%	5
Number of Respondents	**0**		**21**	

	2019		2020	
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	0%	0	14%	3
Did not receive	0%	0	86%	18
Number of Respondents	**0**		**21**	

	2019		2020	
TQP Cohort				
1	0%	0	24%	5
2	0%	0	10%	2
3	0%	0	38%	8
4	0%	0	29%	6
Number of Respondents	**0**		**21**	

	2019		2020	
Frequency of interacting with Division staff - TQP				
Monthly	0%	0	48%	10
A few times a year	0%	0	52%	11
Number of Respondents	**0**		**21**	

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Quality of customer service provided - TQP				
Excellent	0%	0	81%	17
Very Good	0%	0	5%	1
Average	0%	0	10%	2
Fair	0%	0	5%	1
Number of Respondents	**0**		**21**	

Tribally Controlled Colleges and Universities (TCCU) – Part A
Score Table

	2020
Sample Size	**8**
ED Staff/Coordination	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	89
Professionalism	97
Sufficiency of legal guidance in responses	82
Communication about changes that may affect your program	86
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	80
Online Resources	**75**
Ease of finding materials online	71
Quality of content	79
Ability to accomplish what you want on the site	76
Accuracy of search results	71
Ease of navigation	73
Look and feel/Visual appearance	78
Information in Application Package	**84**
Program Purpose	81
Program Priorities	85
Selection Criteria	78
Review Process	76
Budget Information and Forms	79
Deadline for Submission	90
Dollar Limit on Awards	84
Page Limitation Instructions	86
Formatting Instructions	76
Program Contact	100
Grant Performance Reporting Requirements	**69**
Clarity of reporting requirements	68
Ease of obtaining data you are required to report	64
Ease of submitting report(s) electronically	82
Availability of assistance in completing your report(s)	71
Usefulness of the data to help you improve your grant program/project	69
Your understanding of how ED uses your data	61
Technical Assistance	**68**
TA services provided in helping successfully implement grant programs/projects	68
Enhancing staff skills needed for successful program management	--
Using evidence-based practices in implementing program activities	--
Assistance with developing resource materials for use in the program	--
Creating opportunities to share best practices via learning groups	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--
ACSI	**90**
How satisfied are you with ED's products and services	94
How well ED`s products and services meet expectations	88
How well ED compares with ideal products and services	88
Trust	**94**
Level of trust in office to meet your organization`s needs	94

CFI Group

	2020
Sample Size	**8**
Tribally Controlled Colleges and Universities (TCCU)-Part A program	
Responsiveness to your questions	85
Knowledge of relevant legislation, regulations, policies and procedures	87
Ability to resolve issues	85
Use of clear and concise written and verbal communication	81
Timely resolution of general programmatic and/or financial issues	89
Timeliness of the grant award notification	74
Availability of funds with adequate time for implementation	86
Transparency of how funds are distributed among grantees	90
Sufficiency of information provided to keep you informed	85
Frequency of communication	88
Clarity of communication	90

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	38%	3
Agree	0%	0	63%	5
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	**0**		**8**	

Job role				
Project/State Director	0%	0	63%	5
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	25%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	13%	1
Number of Respondents	**0**		**8**	

Length of time in role				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	13%	1
Between 4 - 10 years	0%	0	50%	4
More than 10 years	0%	0	38%	3
Number of Respondents	**0**		**8**	

Preferred method of communication - TCCU				
Individual Email	0%	0	88%	7
Telephone	0%	0	13%	1
Number of Respondents	**0**		**8**	

Upward Bound
Score Table

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**81**	**0**	**114**	**0**	**102**	**0**	**98**
ED Staff/Coordination	**77**	**--**	**73**	**--**	**77**	**--**	**77**
Knowledge of relevant legislation, regulations, policies, and procedures	81	--	79	--	83	--	84
Responsiveness to your questions	72	--	67	--	74	--	72
Professionalism	--	--	--	--	--	--	84
Sufficiency of legal guidance in responses	76	--	72	--	78	--	75
Communication about changes that may affect your program	--	--	--	--	--	--	77
Consistency of responses with ED staff from different program offices	76	--	69	--	75	--	72
Collaboration with other ED programs or offices in providing relevant services	84	--	71	--	77	--	75
Online Resources	**76**	**--**	**76**	**--**	**71**	**--**	**75**
Ease of finding materials online	77	--	76	--	72	--	76
Quality of content	--	--	--	--	--	--	74
Ability to accomplish what you want on the site	76	--	77	--	72	--	75
Accuracy of search results	--	--	--	--	--	--	76
Ease of navigation	76	--	75	--	70	--	76
Look and feel/Visual appearance	--	--	--	--	--	--	70
Information in Application Package	**87**	**--**	**82**	**--**	**81**	**--**	**84**
Program Purpose	88	--	83	--	84	--	87
Program Priorities	86	--	82	--	82	--	86
Selection Criteria	87	--	81	--	79	--	85
Review Process	84	--	79	--	77	--	83
Budget Information and Forms	86	--	79	--	80	--	81
Deadline for Submission	89	--	84	--	86	--	87
Dollar Limit on Awards	86	--	83	--	81	--	84
Page Limitation Instructions	87	--	83	--	82	--	84
Formatting Instructions	85	--	81	--	74	--	81
Program Contact	88	--	83	--	83	--	86
Grant Performance Reporting Requirements	**--**	**--**	**--**	**--**	**--**	**--**	**75**
Clarity of reporting requirements	--	--	--	--	--	--	80
Ease of obtaining data you are required to report	--	--	--	--	--	--	71
Ease of submitting report(s) electronically	--	--	--	--	--	--	83
Availability of assistance in completing your report(s)	--	--	--	--	--	--	73
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	75
Your understanding of how ED uses your data	--	--	--	--	--	--	67
Technical Assistance	**--**	**--**	**--**	**--**	**--**	**--**	**73**
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	73
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ACSI	**69**	**--**	**69**	**--**	**68**	**--**	**73**
How satisfied are you with ED's products and services	74	--	74	--	75	--	78
How well ED`s products and services meet expectations	66	--	67	--	65	--	71
How well ED compares with ideal products and services	66	--	65	--	62	--	71
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**76**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	76

	2014	2015	2016	2017	2018	2019	2020
Sample Size	**81**	**0**	**114**	**0**	**102**	**0**	**98**
Upward Bound							
Responsiveness to your questions	71	--	67	--	72	--	72
Knowledge of relevant legislation, regulations, policies and procedures	76	--	75	--	82	--	80
Ability to resolve issues	--	--	--	--	--	--	74
Use of clear and concise written and verbal communication	--	--	--	--	--	--	76
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	--	69
Timeliness of the grant award notification	--	--	--	--	--	--	65
Availability of funds with adequate time for implementation	--	--	--	--	--	--	69
Transparency of how funds are distributed among grantees	--	--	--	--	--	--	80
Sufficiency of information provided to keep you informed	--	--	--	--	--	--	73
Frequency of communication	--	--	--	--	--	--	69
Clarity of communication	--	--	--	--	--	--	76

Demographic Table

	2019		2020	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	33%	32
Agree	0%	0	53%	52
Disagree	0%	0	12%	12
Strongly disagree	0%	0	1%	1
Does not apply	0%	0	1%	1
Number of Respondents	**0**		**98**	

Job role				
Project/State Director	0%	0	96%	94
School Officer	0%	0	1%	1
Grant Coordinator	0%	0	1%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
Other	0%	0	2%	2
Number of Respondents	**0**		**98**	

Length of time in role				
Less than one year	0%	0	3%	3
Between 1 - 3 years	0%	0	30%	29
Between 4 - 10 years	0%	0	40%	39
More than 10 years	0%	0	28%	27
Number of Respondents	**0**		**98**	

Preferred method of communication - UB				
Individual Email	0%	0	88%	86
Blast/Distribution list email	0%	0	5%	5
Telephone	0%	0	5%	5
Webinar	0%	0	1%	1
Other	0%	0	1%	1
Number of Respondents	**0**		**98**	

Appendix C:
Verbatim Responses by Program

21st Century Community Learning Centers

CORE QUESTIONS

Please describe how the Department could improve its website.

More focus on the grant program.

please allow the search of '21cclc' to provide links to the Nita M. Lowey 21st Century Community Learning Centers page.

The website could be enhanced by including current updates and guidance. Much of the content has not been updated since 2018.

It is very intuitive to access information about Title IV Part B and the Critical Elements which has been helpful to send to folks during the COVID-19 pandemic who had questions about the program.

Provide PDFs of specific isolated documents so it is easier to search using PDF features. Searching the entire ESSA law for 21st CCLC info isn't helpful. Searching an online version of all of Title IV is, again, not targeted enough.   I'm not sure if there will be another place to say it, so I'll say it here: Our ancient 2003 Non-regulatory Guidance is almost useless. So much of the information is about the transition from USED administered to SEA administered. New Non-Reg Guidance, please!

Updated program guidance for 21st CCLC programs. Get rid of the 2003 guidance. The website itself is fine. Some of the information is outdated and not responsive to current events and questions.

the search tool should be a bit more accurate listing exact matches first and possible matches after the exact. I often get no results from a search and have to use many clicks to find what I need.

search feature

Easier to find GPRA information; slides and resources from SEA meetings, trainings - post sooner

Understanding that this is a federal website and that there are limits, adding highlights of promising practices from states and subgrantees with these funds would be helpful for both practitioners and visitors to better understand the benefits and outcomes of the programs. This is the public facing site representing our work and telling the story of the program might help us build additional support for the work.

Include recent documents, streamline approval process for 21stCCLC Team to get docs on website, include separate page views for types of TA resources (Summer Symposium speaker ppts, 21APR TA webinars, link to Y4Y resources, Program Team TA webinars (ex. nothing about the waiver on the website that I could find). Provide recordings and written scripts for ADA and get the webinars on the website right away.

The website font is small and the menus are not really prominent. There is regulatory information and not a lot of technical assistance that helps to guide the reader in viewing the regulatory information.

The current version of the website is a big improvement upon the previous one and the information that is available is generally accurate and useful. However, there is not enough content posted. For example the FAQ page has only 1 item on it and there is nothing about the current waiver, etc.

More up to date materials

You have 2 sorts for programs- by grouping (which no one could know the organization of unless they were in your Department) and CFDA. CFDA sort is helpful to people who are familiar with those numbers. The other sort that would be helpful public-facing would be alpha order.

No suggestions at this time

Materials should be updated and search should be user friendly.

There is no improvement needed at this time. Please continue to provide content useful to the 21st CCLC program Thanks

does not apply

Include more information on FAQ responses or stances on issues relating to the 21st CCLC program. Much of what is shared with State Coordinators doesn't seem to have made it onto this website.

Not so bureaucratic looking and easier to search and find things.

Please include an A to Z tab to click on specific topics.

It can be difficult to navigate or search for specific information. It would be helpful if the law governing the program was more easily available and searchable. Recorded versions of trainings or presentations are not readily available.

Update information more often.

For the 21st CCLC Program, it would be nice to have a tool bar on the left-hand side of the page to click on different areas - laws & regulations (this would need a specific tool bar on the left-hand side when you are trying to find something or have a search box); SEA Trainings (PowerPoints, sample documents, etc.); an FAQ page; National Resources; and other supports. This would help grantees locate information faster and be more user friendly.

It is so vast yet difficult to locate specific pieces of information. Perhaps if there is a way to improve search engines?

It's a good redesign overall! I understand that OESE is a large office, but sometimes I will get buried on the site multiple clicks to find what I am looking for and cannot find my way back.

How grant reporting process could be improved?

Nothing, the department staff and vendor are exceptionally helpful and have listened to suggestions.

Subgrantees are always struggling with the 'Spring includes Fall' piece when they report to us prior to USDE. Could you have us report on 'School year' and Summer?

Allow states to get detailed disaggregated reports of their own state's submitted information.

Continue to refine the automated part of 21APR.

Demand greater accountability from Tactile/21apr. The system has had and continues to have so many unnecessary problems. And their webinars often provide no new information. They do them to get 'credit' for doing them but the content is thin.   Collapse Fall and Spring into one reporting window--especially because Fall data is entered 6-7 months after it completes. It's no longer useful at that point.   Provide a national, student-level data entry option, so that each grantee and state does not have to use 2 or 3 different programs to aggregate the data for 21apr.

more guidance on the new GPRA reporting would be helpful.

Give more advance notice about upcoming webinars for ease of scheduling.

Give states access to data entered into 21APR - by download or adding reporting features

Lack of further guidance on the new GPRA measures is a concern. Systems for reporting will take a substantial amount of time at the local and state level to put into place. Adding the issue of COVID-19 during this period, it feels as though guidance has been delayed, but implementation is not able to be pushed back. Developing the needed reporting systems at the state-level is a heavy burden.

Excellent work from the contract team and contractor this year with the upheaval due to COVID. I appreciated the two cycles for reporting, even though I hoped I wouldn't need it. Turns out we did. Foresight and planning made the process clear and the extension to reporting timelines was very helpful.

The webinars have gotten better.

The biggest improvement would be reporting one time per year - or maybe twice (summer and spring). The fall report is simply unnecessary work.

States need to know exactly what data are needed for reporting as well as how and when ED will ask it to be reported so that appropriate data collection can be planned for and implemented. States need this information far in advance of when ED will be collecting these data to report to Congress. For a significant change like new GPRA measures, this information should be provided to States 2 years in advance, and at a minimum 1.5 years in advance since software programmers need time to develop the systems for data collection and States need time to develop procedures and SEA-level guidance on reporting.

The ability to use the Google platform would be helpful so documents can be easily shared in Google drives.

More clarity and user friendly

The grant reporting process does not need any improvements.

I don't like the change to entering data by semester. It doesn't make sense to me. I don't like the measures. New measure are a little better. I especially don't like the activity categories that must be chosen. They do not accurately capture what is being provided in 21st CCLC programs.

does not apply

Having data more relevant to outcomes then process

The more that can be done to report aggregate data would be helpful. Reporting several data points by individual awards made by each state is a very time-consuming process and its not clear that disaggregated data is used for anything at the federal level.

They have done a good job over the years are making improvements to the process and website of 21APR.

No suggestions at this time.

Provide clear, consistent definitions of the reporting elements. Particularly in the activity and staffing categories. Make data accessible to the users after it has been submitted for local or state use.

I think ongoing training around federal versus state decisions is needed.

Suggestions to improve technical assistance Department staff provide?

Staff has done a excellent job meeting the needs of our program.

ensuring that state education departments are sufficiently staffed to manage the subgrantees.

Technical assistance could be improved by enhancing the number of training opportunities for building the capacity of SEA staff members.

The technical assistance from the department has been timely, collegial and done with excellence. It helps a new director get a lot of information, identify where the decision point is and implement guidance with little hardship to the field as possible.

As I said earlier, Our ancient 2003 Non-regulatory Guidance is almost useless. So much of the information is about the transition from USED administered to SEA administered. New Non-Reg Guidance, please!   Small point: I would have appreciated more information about 21C flexibility/allowability in the face of COVID. We basically got nothing until September. Even a 'Nothing has changed. Regular School Day restriction still applies. Safe/accessible buildings still applies' would have been helpful to receive instead of silence. We were all under a lot of national and local pressure to make changes.   Also, strangely, I feel somewhat too much of meetings, emails, and conference time is given over to tangential topics (fraud detection, emergency plans) and would appreciate more time and resources pointed at our core needs.   Despite the requests above: [REDACTED] and her team have instituted huge improvements in all aspects of 21st CCLC USED administration and Technical Support in comparison to the previous leadership. This cannot be understated. Particularly noticeable is putting things in writing, thoughtfully planned and implemented meetings, effective us of GEARS, not shaming grantees, professionalism. Some information is communicated slowly, but once the information comes, states (and their subgrantees) can actually have confidence that it was passed by diverse stakeholders, vetted and approved, accurate, and enduring.

more peer to peer opportunities could be offered virtually to help in this time of COVID right now. PLCs among SEAs would be a great way to keep connections strong.

[REDACTED] and her team are doing an excellent job with TA. The SEA meetings are extremely beneficial--keep up the great work!

More support for best practices in grantmaking in government agencies; less training on implementing programs because SEA staff don't run programs; more sessions/discussions/guidance on evaluation activities at state level; opportunities for peer sharing that aren't over facilitated; EQUITY - we really never talk about this on any level and we should

The contract with Y4Y is our primary source of TA. The Department staff have increased their webinar presence on some issues in the past year. The quality of these opportunities is good, but more opportunities for learning communities about managing grant funds and competitive applications would always be welcome.

Include breakout rooms to discuss TA topics after a presentation so the field can better inform ED regarding questions, needs, topics that need more clarity.

The peer-to-peer sharing has increased greatly. Usually peers assist each other in implementation. It would be helpful to be able to receive more guidance and generation of ideas from USED. It is often left up to the states on interpretation and implementation; however, the sharing of ideas should be more freely given from the federal level.

Updated NRGs are the biggest need.

Just the timing of information needed by States. There is often not sufficient notice or information given on guidance needed. Individual responsiveness to individual States is great, but the *program* level information given to *all* states is where the issue lies.

Continue to provide venues for states to share best practices, especially as we are navigating through virtual environments.

Sometimes the answers to questions are not specific but point towards regulations where the state office still has to figure out the solutions.

The 21st CCLC staff is great and readily available to provide support/guidance.

It would be beneficial to have Spanish speaking staff in the 21st CCLC program at he federal level.

more networking and peer sharing opporunties

More timely communication about widespread concerns or 'hot button' topics. For example, COVID-19 (while unprecedented) had states scrambling on their own to figure things out over the last 6-months. Only now has ED started to step into the conversation with resources and guidance.

N/A

No suggestions at this time; however, [REDACTED] and [REDACTED] are wonderful and accessible.

Non-regulatory guidance and FAQs for the program area are critical. Lack of resources specific to the COVID-19 impact on programs and staff.

TA and support has greatly improved in the past three years, strong team lead and the GEARS team is excellent.

They are working really hard and it's appreciated. The response time has really improved. Not sure what else they could do. They do a great job and are friendly and approachable.

Primary Ed-Funded Technical Assistance Provider?

21st CCLC has provided several webinars to update information.

You for Youth

Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

- Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

GEARS

GEARS

GEARS Y4Y

GEARS and Y4Y

GEARS Evaluation TA GEARS Fiscal TA WestEd - Community School Collaborative Leadership/Leveraging and Braiding Funds. Y4Y - Sub grantees had substantial training during the COVID-19 School Closure Period.

Several of these entities spoke at our Summer Meeting and/our conference. I feel that I have personally used GEARS and Y4Y the most, but learned more about REL this summer and intend to use more in the future.

Texas Comprehensive Center Y4Y

the Region 8 Comprehensive Center is working on a 2 year project that includes OST programs Y4Y is a great resource our state uses often.

webinars

Y4Y

Y4Y

Y4Y - new grantee orientation; project based learning webinar for governor's initiative on pollinator protection

Y4Y and GEARS.

Y4Y and REL via Ask a REL

Y4Y and the Regional Education Laboratories.

You for Youth

You for Youth

You for Youth

You for Youth

You for Youth, Regional Comprehensive Center

Youth for Youth

Youth for Youth

Youth for Youth

Youth for Youth

Youth for Youth

Youth for Youth GEARS

Youth for Youth: Online

Youth for Youth's professional tools used by my subgrantees.

What is your job role?

Asssistant State Superintendent

Director of Student Support and Well-being

SEA Staff

State Program Specialist - not the director, but with the resposibilities

State Staff

Adult Education and Family Literacy Act (AEFLA) Program

CORE QUESTIONS

Please describe how the Department could improve its website.

it's better now

The Department has taken concerted effort to make the website relevant, informative, and user-friendly. It is not as technical and easier to navigate.

Continue to allow states and other users to provide feedback about its website.

The way things are organized on the USDOE OCTAE pages can be inefficient to navigate. It does look like some improvements have been made in streamlining and organizing recently.

I think the website is very good. I've been in this field for decades and I'm able to find what I need on the site so I have no specific recommendations for improvement. Of course, any website can be improved and I think they are working on finding ways to make navigation easier for new people who aren't used to it.

I am not sure. Sometimes it is difficult to find things on the site, but this could be due to my lack of knowledge and experience using the site. I wouldn't change anything, it contains a wealth of information.

The Policy Guidance and Policy Memoranda is buried way down on the Laws and Guidance page. It's less buried on the State Grant Administration page, but still not strongly called out. If I'm not using a computer where I have the Laws and Guidance page bookmarked already, it always takes me a while to find the Policy Guidance and Policy Memoranda again. That page is really important for my daily work, so having it more visible/easy to link to would be helpful.   Since there is a Correctional Education page, should there also be an IELCE page?

Update the look of the site and make it more intuitive and user friendly.

It is not intuitive. Not easy to navigate/find exactly what you need. The site has gotten more convoluted overtime. Can areas such as recent guidance not be buried in 3+ clicks?

Have not had the need to use the website.

Realize this is a federally funded site and not to be entertaining, but it looks stale and outdated.

The website is a valuable resource that I use often.

While I quite appreciate the AEFLA Resource Guide, I can never seem to find the OCTAE AEFLA Monitoring Tool. (Admittedly, this inability could be user-error.)

It's hard to find what you are looking for in DAEL. The search tends to go beyond DAEL. Improve ease of navigation. Fewer clicks. Better keyword searches.

The Department's website contains the needed information to help states and territories gather information, answer questions, and move eligible providers within their area of responsibility forward. I have no suggestions to improve the website.

If the website could explain how all the available resources fit together. For example, under 'WIOA Resources, Technical Assistance, and Events', the NRS website is not listed. A description of the different players would be helpful - i.e., what AIRS does. Have you considered providing links to resources that live on your website instead of emailing the documents? That way, I could find the documents more easily if I knew where they were housed on your website. I cannot even find a list of program memorandums with links. I also cannot find the document that tells us how to submit our reports for the previous program year.

Provide information specifically for State Directors and easy access to State Directors in all States. Finding this information is not easy.

some links are not there - the resource page no longer works; connecting TEGLs to OCTAE documents

I appreciate the new AEFLA site. I still have a difficult time finding OCTAE and joint OCTAE/DOL memos. I also wish that updated annual reporting requirements were posted clearly on the site.

More landing pages and fewer items on a page to minimize scrolling

Better organized and intuitive and easier to stay within and navigate the AEFLA landing pages.

N/A

It is great for an overview but not specifics, which we often need.

I think the new website is a great improvement.

Many of the areas are too text heavy and require significant digging to find what you need.

More focused and highlighted, simply. Not only citing regulations

NA

How grant reporting process could be improved?

I am very appreciative of how OCTAE share each state's performance with us. However, I am interested in knowing how you all use the information whether it's for funding, Congressional reporting, or for technical assistance to states. I would love to see more national data analytics of how states doing demographically by race, age, and gender in terms of MSGs. In addition, we should look at progress and retention by race, age, and gender and hold states accountable in ensuring that all students are progressing.

Continue to ask states about their thoughts about the grant reporting process.

This is my first year completing the grant reporting for the state. So far, I've found the interface with the reporting portal to be pretty intuitive and straightforward, and OCTAE staff has been flexible and supportive.

I think they do a great job helping us understand reporting requirements and submit our reports. They've done a lot of training and are very responsive to questions. The only area I'm not as clear on is how the data is used once it's reported. I have a general idea but I think more clarity in that area could be helpful.

The reporting process is very good. When I have a question, I receive immediate assistance.

Continue to test the system and make changes as appropriate.

Stop changing it every year.

Not that you have any control, but the elements need to be more relevant to AE rather than DOL.

Increase the access to data required for the reporting process and expand options for reporting outcomes.

I would appreciate more clarity around Title II's reporting-obligations per the 'Effectiveness in Serving Employers' measure. Additionally, with the recently proposed revisions to NRS Table 4, I have concerns the program might unnecessarily complicate the collection and reporting processes; conversely, Title II's does not even have an explicit reporting-field which identifies how many HSEs were earned in a Program Year by Reportables/Participants.

There has been improvements. Consistency in answering questions - data people and policy people.

The grant reporting process is clear. I have no recommendations to improve it.

The October 1 deadline is really tough to meet. If at all possible, moving this deadline to November 1 would be a great help.

Consistency in the manner in which all States report. A common reporting system (MIS) for all States would make comparison of data across States fair.

fiscal reporting is always something that could use more training on

Trainings with OCTAE and AIR could be better framed using more plain language. One example of an especially challenging training was the National Training Institute training on the Statistical Adjustment Model by AIR. These trainings were not easy to understand and not engaging.

Share how the ED dept will use the data.

Better defined populations

We would have higher quality data if we reported in December rather than October. This would improve our post secondary transition and completion reporting.

Financial and technical support to states for the data match process.

Suggestions to improve technical assistance Department staff provide?

Some states are still struggling with implementing an Integrated Education and Training program. A few states, who is either an I-BEST state or have participated in the Accelerating Opportunity program, are at an advantage compared to those states who have not participated in such a program. I believe there have been plenty of guidance provided, but some states are still having challenges. Similar to the the Teaching Skills that Matter pilot, I believe if OCTAE develops pilot cohorts for IET, this may help states effectively implement IET.

USDE OCTAE DAEL staff consistently provide high quality technical assistance.

I appreciate OCTAE's responsiveness in putting out webinars and memos to address questions that have come up with the pandemic. Facilitating peer-peer sharing does not seem to be a big component in my limited experience with OCTAE TA so far. This could be by design - not sure if NASDAE or vendors take the lead on this vs. Department staff.

I am very happy with the technical assistance and responsiveness. I have never had a question that wasn't addressed by the staff in the Department.

Create virtual training opportunities specific to the understanding of the federal guidelines and deliverables with examples of best practice implementation strategies.

Trainings geared specifically to where you are funded. For example: if state AE agency is housed in a College system differs from an AE agency housed in the Dept of Ed.

AEFLA staff has always been very helping in supporting local programs. Due to Covid 19, trainings have become virtual. I would recommend in the future that these virtual opportunities continue.

I would appreciate an explicit, detailed Fiscal Training [at which Agency-level program and fiscal staff could delve Restricted ICRs, Local Administrative Cost Limits, Allowable Costs, determining Leadership/Administration, Program Income, Obligations, draw-downs, G5, etc.].

na

I have no suggestions. Technical support provided to my state has been very good.

Not sure.

Provide clear and direct support for compliance related requirements under the law. Additionally, providing joint guidance that is clear across all partners. Improve definitions of regulations and requirements for States to meet the regulatory requirements.

peer-to-peer is more needed; best practices or connecting with developed guidance so that we aren't duplicating could be better

Allow more time in federal trainings and discussions for state-to-state sharing that is not open based on participant issues.

The TA Staff does an excellent job.

more proactive peer-to-peer connections

More focused. More events with a tighter target audience and focused agenda.

LINCS is a great resource

More frequent meetings. Recording Shop Talk so we can go back and watch it if we miss it.

We need more peer to peer interaction.

Primary Ed-Funded Technical Assistance Provider?

American Institutes for Research National Reporting System contract

Regional Lab

LINCS - Content Standard Training AIR - Data system review

Neglected or Delinquent Education Technical Assistance Center

AIR

AIR Manhattan Strategies

AIR, LINCS, STAR

Attended AIR training

NRS through AIR

What is your job role?

State/Agency AEFLA Staff

CUSTOM QUESTIONS

AEFLA - 2020 - Q3.11. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?

continue being very accessible and helpful.

Continue providing relevant resources and technical assistance to help state's improve their adult education and literacy programs. Again, states can use more hands on guidance of IET.

Continue to ask states about their needs. Side bar: I accidently selected the wrong button a prior set of 3 questions. The rating for NRS should have been 3 - 10s instead of 3 - I don't know. thanks.

Continue to be responsive as the effects of the pandemic evolve - especially with regards to communication about accommodations in performance evaluation. I appreciate opportunities to learn from other states.

Continue to communicate regarding any changes or issues related to the pandemic.

Continue to do your great work! I appreciate all of the technical assistance and training that has been provided.

Ensure that TA contractors deeply understand the law, regs, guidance, especially when interacting with local grantee staff. More help with digital literacy and modeling of effective IELCE programs that exist in multiple organization types (community colleges, non-profits, libraries, etc.).

Expand training opportunities and virtual networking opportunities.

Give concrete examples so that other states may see good work in progress.

Guidance on how COVID will affect performance expectations.

Help understand what the impacts of COVID-19 pandemic will have on targets for serving learners, learning outcomes and maintenance of effort resulting from state and local budget cuts.

Including distance learning formats in all work going forward.

Is there a possibility to support a national Adult Numeracy Instruction [initiative] 2.0? How viable is a Digital Literacy/Distance Education initiative?   When we most need those EveryoneOn resources in these rural, midwestern parts of the nation, that project does not even have a presence in our entire state. Perhaps this effort needs to be revisited.

na

Nothing that I can think of at the moment.

Offer trainings on IELCE programming without focusing only on IETs. There are other requirements of the program that are never discussed/explored.

Provide direct guidance and training that can be used to help the State remain compliance. Offer virtual meetings more often.

some of the contracting work seems to limit the states access to services; NRS training feels a year behind the need for program performance; could use some step by step guidance documents for our grantees

Support/technical assistance on developing effective Infrastructure Funding Agreements (IFAs) could be improved. We could use clear examples of high quality IFA with troubleshooting ideas on common issues. In addition, technical assistance on Integrated Education and Training (IET) and Adult Career Pathway programming (ACPs) could be greater, including ready-made trainings and coaching on what is and is not technically an IET. I hope OCTAE works more with DOL on promoting IET/ACP work and providing technical assistance at the federal level.

We are in unchartered times with the pandemic -and we are all trying to figure out the issues with enrollment / instruction / virtual assessments and do not yet know the impact. For example, how will OCTAE respond to significant changes in overall state numbers that are a direct result of COVID. What does the fall out look like? What are the expectations? Will their be a fiscal outcome of decreased numbers or missing targets as a result of COVID? So many questions... :)

Alaska Native Education Program

CORE QUESTIONS

Please describe how the Department could improve its website.

no recommendations, looks good.

I am referring to the site where I access my grant documents: The log-in process seems a little extreme, having to get a code to log in. I would appreciate a simple log-in with password. When you live in rural Alaska where Internet is slow, requesting a code to my phone, can be cumbersome and as I recall on one or two occasions, it even timed out, and I did not receive the code within the required time.

I'm unsure, I don't refer myself to the site, I don't have enough information to provide improvement feedback.

I have not utilized it as much as I could have

I am new to the grant director position, so I have not had a lot of time to explore the website yet. The website seems easy enough to navigate to the G5 though.

Have a quick link button on the homepage that will take you to a current report that's due. Include a timeline of some sort that identifies upcoming reports that will be due and their due dates.

No suggestions.

The website appears not to have been updated since 2018.
https://www2.ed.gov/programs/alaskanative/index.html

I am not quite sure. As I navigate it more this coming year I may have ideas.

The website is not intuitive to navigate, and it is hard to find the information you need.

Currently, when one searched on google for Alaska Native Education Program, the number one listing is to the old https://www2.ed.gov/programs/alaskanative/index.html site. The new site is great, and I would only recommend that the old site be redirected to the new one if possible to avoid confusion.

The information has not been up to date, useful. Please keep the website current.

there are still issues with searching that will take you to the old site rather than the new

The G5 website is clearly built and designed to meet the needs of the Federal project managers, and not the needs of the folks who are burdened with trying to find and enter information into it.   The language used is bureaucratic language, fraught with codes and terms (i.e. 'ED program offices may also require recipients to use the ED 524B to submit their final performance reports. Project performance and budget expenditure reporting requirements are found in 34 CFR, 75.118 of the Education Department General Administrative Regulations (EDGAR)and 2 CFR 200.327 and 200.328 of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)')   What does that even mean?   I doubt that Federal folks will ever overcome the hurdle of their own language barriers to design a website that has us in mind. But thanks for asking!

Our contact at the Department has been very responsive with inquiries which has helped tremendously with both our planning and our reporting. The website, though clunky, has worked for our program.

I have no recommendations at this time

I'm not familiar with the ANEP website resources. Though, I will make a point to look and see what resources are available. Thank you.

Everything is meeting our needs.

Updated information/forms/pdfs/docs that are on the site. Clearer and more details on forms/pages. Can be confusing at times.

We appreciate the improvements already made.

If the grant awards were listed by date is would be very helpful.

n/a

How grant reporting process could be improved?

At times, its unclear when to upload onto G5

The g5 system is inadequate. It is unreliable and we experienced many 'glitches' with it that impacted us negatively. This includes not being notified when reports were actually due.

I don't have any suggestions.

I was just assigned as Project Director, so the everything is still transitioning over and I have not needed to do any grant reporting yet.

We mostly work from a word document file on our own computer, then we have to copy and paste all of the data and information into the online form. It would be nice to be able to upload our own documents, or if there was a way, upload our documents that will prefill into the reporting forms.

It is working well.

It would be helpful if the ANEP department were adequately staffed. Every grant is different, and in these circumstances, we have unique questions, and it would be so helpful to have a person to reach out to and provide guidance. The ANEP grant reporting process is fine.

I do not have any suggestions at this time.

G5 is extremely difficult to work with, regularly breaks, and is hard to access in AK because of bandwidth issues. A reporting site should not need that much bandwidth. Further, the system regularly breaks down while you are entering data, requiring multiple re-entries. Adding contributors to a report requires dozens of clicks and windows, with each 'submission' click putting the whole process at risk of breaking down and requiring the person to restart. I've spent an entire hour just trying to add someone to the system because it keeps breaking and I have to keep logging out and in. G5 is terrible.

G5 is a little difficult to use at times and often requires some staff assistance on completing/navigating the process.

G5 is clunky and buggy. We have consistently had to get technical assistance to get delegated folks into G5 to assist with reporting. The system is awkward, finicky. Also, character limits on the reporting sections are too restrictive. Grantees don't need to submit crazy amount of information, but we need room in the reporting format to actually submit coherent information.

upgrade the g5 system into something more user friendly. The ability to add tables to the data summary page would be helpful

It would be nice to receive some narrative feedback from the department on our reports. I am fairly new, so this may already be offered.

Improve accessing G5. I don't have specific recommendations. I will say I prefer the process that IMLS uses.

This is an unusual pandemic year. Thank you for your flexibility.

Clear directions/examples on the forms instead of having to look elsewhere for directions and clarity.

clearer deadlines and expectations

Suggestions to improve technical assistance Department staff provide?

When reporting through G5, sometimes its not ready to upload.

I have no idea. We try never to ask for assistance after the initial experience with a budget amendment going in to year 2 if I remember correctly.   It was extremely stressful trying to make changes that would meet our needs, no staff really wanted to approve what we were doing, I felt we were being intentionally

misunderstood so that they could just tell us no to the revision. It was a terrible process and we weren't even asking for anything complicated.

Opportunities to share methods used in meeting GPRA goals and objectives

I am new to the Program Director role and have not had to ask the Department staff for technical assistance yet. I look forward to their help in the future!

It is working well.

With the small staff and recent staff restructuring, there has not been opportunities to share successes and challenges with peers since 2018 or so. [REDACTED] is fantastic and does an excellent job, so responsive and approachable. The Covid-19 has not helped the situation.

Technical assistance seems to work just fine. I was very pleased with my interactions so far regarding tech support.

Peer to peer networking opportunities would be great.

I don't even think I have received opportunities for technical assistance support, other than maybe one webinar.

Pre-Covid, it was great to hear from other grantees about what they were doing and their projects. Perhaps we could bring that back virtually with the Department to bring grantees together and share how they are addressing COVID and adjusting programs to suit.

In the first two years of the grant we have never had a conversation with our program staff person. The Department staff for ANEP have been helpful the very few times we have absolutely needed questions answered, primarily via e-mail. We are fortunate in that we have strong staff and strong support resources as an organization. At this point we have just come to count on DOE ANEP to let us know when and what to report and how to report it and not much else.

I was onboarded to my program after the pandemic began, so I'm not sure how/if things are different this year. I haven't had the need for any assistance from the department yet, but I would welcome any opportunity for peer-to-peer learning.

no recommendations

more opportunities to share ideas, celebrations, challenges among grantees, especially considering the current issues surrounding the pandemic, school closures, remote learning etc.

More advanced reminders.

Primary Ed-Funded Technical Assistance Provider?

NYCP grants TA provider Millenium Group

CFI Group

What is your job role?

Director of State & Federal Programs

Education Director/ Grant Director

Executive Director of a nonprofit

CUSTOM QUESTIONS

ANE - 2020 - Q60.5g. Where and how did the technical assistance or support take place? Select all that apply.

no cost extension

ANE - 2020 - Q60.9. What suggestions do you have for improving the annual performance report process?

at times the G5 uploading is not ready.

At times, I see different reports for the same year, and I am unsure of which link I need to use, but together with our Grants Administrator, we figure it out. It just does not seem as straight forward as it could be.

g5 needs to accommodate more information. The templates in there are basically worthless. I would suggest allowing grantees to upload their information into a larger database where pictures etc. can be posted and shared. We should be allowed to use all the required federal forms for the reports but just upload them to submit.   The g5 system is ok for drawing down but not as a reporting module. It's a HUGE stressor and a headache. Even the people I talked to admitted it but yet no one can seem to do anything to get it to change.   Take it seriously.

I don't have any suggestions. We appreciate the opportunity to provide support to our targeted students, and thank you for the privilege!

I have not had to go through the annual performance report process yet and would love to offer feedback once I do.

I mentioned before, but having a quick link access from the home page to go to the current report due. It takes a little bit of hunting to know where to find our reports.

It's working well.

None.

Not sure.

Our log ins for reporting never work correctly.

Replace G5.

The only suggestion here is in improving the G5 site... It is sometimes glitchy and not very user friendly.

The reporting process is clunky and buggy. We have had to engage the folks at G5 multiple times just to get folks delegated to enter report information into the system and assigned to our grant. We have to go through the same process every time we need to do a delegation.

the system will time and you will lose data. ability to add tables would be helpful in the summary section.

Too many fields that require a response when there is no response to give. The 'one-size-fits-all' data collection has no application to my project, so I just enter zeroes everywhere.

Alaskan Native and Native Hawaiian Serving Institutions (ANNH)-Part A program

CORE QUESTIONS

Please describe how the Department could improve its website.

N/A

Dept of Ed could be better about keeping the program website and the grants forecast websites up-to-date. The OPE section of the grants forecast website is not updated at all as far as I can tell. This was not the case in the past.   it would also be nice to have the Dept of Ed versions of rfps and other information on the ANNH website instead of just a link to the federal register. Dept of Ed produced versions of announcements and application documents, including eligibility instructions, are more through and easier to use.

Highlight recent OMB changes on the home page. Help to make the language more understandable. I don't have the time to read through hundreds of pages. An FAQ page?

Sample abstracts from successful grants would be helpful in considering ideas.

Not a user of the website.

No comments at this time.

Provide changes or updates at website homepage.

It would be helpful to have the name of the user appear on the page, once successfully logged in.

Very good.

Grant search feature needs to be improved

Make visually more appealing and easier to navigate in finding information.

The font is hard to read and the size seems small.

Up-to-date information

How grant reporting process could be improved?

Increased information of how grant reporting data is used.

I have not received information and rely on others in my institution to guide me. As a new director, not being able to get training has been problematic.

One recent change that I do not understand is the requirement to report on all four potential focus areas, even if our particular grant project does not include activities in that category. The four focus areas are: Academic Quality, Student Services, Fiscal Stability and Institutional Management. In the past, we have only had to report on activities that are in our grant.

Automatically save or make it easier to save to avoid having reporters re-submit work

Not sure.

No comment

No comments at this time.

No comments at this time.

More user friendly in terms of noting what is required in certain boxes.

No improvement necessary.

Work with institutions in training for report. Also provide technical assistance and FAQs. Need to reword questions to match effective practices and data gathering methods

Technical workshops to better explain how the data collected is used.

Use a new technology for the submission platform. It is clunky. Add trainings.

Earlier information about submission deadlines, especially if they are to move earlier on a calendar year.

CFI Group

Suggestions to improve technical assistance Department staff provide?

Provide resources to grants/programs other than emails. When will virtual technical assistance workshops including peer to peer eval and discussions with other programs be happening?

Communication on what ways I can get assistance.

I want to take this opportunity to say how wonderfully helpful and responsive [REDACTED] and [REDACTED] are and how much I appreciate their aid and guidance.

Improved responses to requests

N/a. Technical Assistance and our Program Officers are excellent.

Our expectations are met; we understand some of the issues with time since we are 6 hours behind Washington, DC time.

Provide annual meeting among project directors.

Provide annual meeting with Project Directors to go over technical information and updates.

Very professional and timely responses.

Provide webinars. Be available to discuss questions.

More training/workshops provide by Department staff on a regular basis.

There was no grantee meeting this your due to COVID-19. That sort of meeting and sharing of ideas would be helpful.

I haven't heard of a listserv for this grant. I would find that very helpful. Also haven't had any trainings yet, but that's mainly due to Covid. There was supposed to be one earlier this year which was cancelled. I was expecting it be virtual. I also don't know anything about the peer-to-peer information sharing among grantees. It would be great to learn more about that as well.

Never had new PI training and in year 2 of the grant. Do not get responses to emails regarding questions on how to administer grant. Provide webinars to PIs to learn more about how reports are used, how to administer, best practices, etc. More communication!

What is your job role?

project director and grant coordinator

CUSTOM QUESTIONS

ANNH - Part A - 2020 - Q16.2. How can ANNH-Part A improve the usefulness of the technical assistance you receive?

Have greater access to the fiscal officer/program director for Alaska Native/Native Hawaiian TItle III grants.

Again, the people I have worked with at Dept of Ed have been great. I appreciate how knowledgeable, helpful and responsive [REDACTED] and [REDACTED] have been.

More timely responses to requests

na

No comment

Provide a yearly calendar of important dates related to ANNH programs, including performance report submissions.

Updates on the items that are allowable and not allowable to purchase using grant funds.

It is already great.

Excellent assistance.

Timely response to communication.

More timely responses.

Answer emails in a timely way

I have emailed my program officer and they rarely get back to me.

Provide it Provide resources for self-study when a grantee does not receive a response

ANNH - Part A - 2020 - Q16.5. What can the ANNH-Part A do to improve communication with you?

Have greater/increased access to live person to answer questions/inquiries

For a veteran grant director, the communication is probably sufficient. I need more differentiation as a new director.

The communication is fine, but getting back to that timing issue. We are on an academic year and having new funding begin Oct. 1 does not align with that. I understand that is the beginning

of the federal fiscal year, but our campus has grants from other federal sources with cycles that begin August 1.

More timely responses to requests

n/a

No comment

No comments at this time.

None at this time. Our program officer is second to none. Very professional and accessible.

N/A

Excellent communications.

More frequent communication.

More timely and frequency of communication and availability.

Answer emails in a timely way.

I feel I rarely hear from my program officer. Especially during this Covid crisis when I have questions about my grant. I have contacted them several times and I rarely get a response.

Reply to emails Provide links to resources and information Conduct trainings

ANNH - Part A - 2020 - Q16.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Allowing for an extended deadline - when the grants are announced compared to the deadline does not allow for much planning/processing especially if guidelines/requirements are different year to year.

I am not involved in grant writing at this time.

I would like to see the grant forecast on the Dept of Ed website updated regularly.

More consistent timing of competitions each year. This past year, the grant competition for Part A was 4 months earlier than in previous years which forces those who regularly apply have to shift calendars, basically drop everything to submit the proposal on time. If the schedule changes give more notice to applicants.

n/a

No comment

No comments at this time.

No comments at this time.

No suggestions for improvement

Overall process - outstanding.

Timely information, clear expectations, clear performance measures

Timely notification of competition.

American Overseas Research Centers program

CORE QUESTIONS

Please describe how the Department could improve its website.

The Department does an outstanding job running the American overseas centers competition. It also does an excellent job running the program There is nothing to improve

Easier, but still secure, access.

Terminology around reporting periods and coverage can be confusing.

It would be helpful to have a good and clear list that is easily accessible on what are the current Minority Serving Institutions. I have found this information very hard to find on the Departments website. I use instead the Rutgers University website.

I rarely visit the website. The website is mainly an overview of the program. This information is helpful to those who are new to the AORC program, but as a program grantee I am already familiar with this information.

How grant reporting process could be improved?

No need to change anything

All aspects went well For me when I was the one in our organization doing this. Now we have an executive director who does this work. I'm assuming that she will also get this survey anc fill it out for her years.

I suppose that all the centers are different and it is difficult to create a template that we all easily fit - sometimes our information does not smoothly match the reporting categories.

I wish had a good and definitive answer. I do not. Clearly any granting agency has its particular interests in certain information that it has determined it is important to capture. I respect that. And there is a move to try and specify and quantify goals and progress toward those goals. I understand that, too. I also struggle with how best to articulate meaningful goals and track meaningful progress toward those goals. Perhaps this needs further thinking and brainstorming.

I find the IFLE system rather difficult / clunky to use, and there are problems with using some browsers (Explorer or Edge).

There should be reminder sent out 3 weeks before the due date of the report. This will be very helpful, in case the report writer missed out the deadline.   Limitation of the number of words in each category should be increased so more completed activities can be included in their respondent category.   The figure data of Participant Profile should be in Excel file and provide more Optional Questions rather mandatory ones since this is very time consuming to enter the detail information of each participant in the online database while we have less time to complete the whole report.   The figure

Suggestions to improve technical assistance Department staff provide?

The service can't be improved upon

NA

I think we have good support.

In relation to the current grant under survey here, I found Dept. staff extremely helpful and responsive on technical questions, often within 24-36 hours of sending a request for feedback or information.   In many cases, I am asking questions related to adjustments or changes in items for spending, travel requests etc. In many cases, I did feel that if there were more guidelines available or relevant FAQs, it might help reduce the need to ask questions directly to the program officer..   In particular, I find the TAR (travel request) process challenging - because of the time it takes to enter the information, and the need to get approval before booking travel for a project participant, the very specific information required in the request, and the very narrow time window for booking. If there was a way to make this process a bit easier, that would be great.

It would be helpful to have regular meetings of the grantees to learn about their activities and programs and compare and potentially share administrative practices. These meetings might be held online on a regular basis and have a theme or highlighted center. It might also be helpful to find more ways to highlight and celebrate the work of the AORCs as supported by this grant.

What is your job role?

Executive director

Executive officer (Treasurer) of an AORC.

Head of Programs

CUSTOM QUESTIONS

AORC - 2020 - Q30.2. How can American Overseas Research Centers improve the usefulness of the technical assistance you receive?

[REDACTED] does an outstanding job. She is responsive and does a great job answerIng questions

It has been a great pleasure to be working with [REDACTED]. She's highly experienced and knowledgeable Director and as one of the DoE grantees, we are grateful for all the support provided to us.

It is always great to work with AORC program staff.

It's already good.

The only area I can think of relate to the timing of the programs and updates related to new grants or programs, or funding approvals year on year. Having earlier grant deadlines, if at all possible, and a longer period between the announcement of the grant award and the start date could help for planning purposes.   I am aware that there were delays to the announcement of upcoming grants in 2020, as well as other changes, which led to considerable challenges for planning and staffing at our institution. I am aware that this is connected to the challenges of the 2020 Pandemic, but I am also aware it has been an issue in the past also (though not to this extent).

AORC - 2020 - Q30.5. What can American Overseas Research Centers do to improve communication with you?

The communication was excellent The only concern is the amount of time to get the results of the competition through the department review process

It is good to know about any developments with the AORC program goals and objectives.

Communication is already excellent.

I do want to personally thank [REDACTED] for her excellent service and support and responsiveness to questions. She is really wonderful. Thank you [REDACTED]!   I don't have any specific communication issues related to our most recent grant (2016-2020), but we have experienced delays in gaining feedback on our new/upcoming grant. Having a response to this aspect would be helpful.   Also, perhaps some updates or tips that can be shared from time to time? Perhaps some common FAQs or issues can be communicated to all AORC grantees, which could help us to resolve common issues? We have tended to have updates communicated through CAORC, rather than through DoE. Perhaps the occasional webinar coordinated by DoE in which we are able to ask questions about a program, or offer feedback in how to improve a program, or offer ideas for new directions or needs could be beneficial.

Periodic meetings of the key Dept of Ed staff and AORC staff to discuss the program and outcomes. Share information across the AORCs.

Asian American and Native American Pacific Islander Institutions ProgramStr

CORE QUESTIONS

Please describe how the Department could improve its website.

I gave an 8 on the website's visual feel because it offers very complete information. However, it also looks very dense to the eye. I think it can be improved if the visual info is limited to a few major categories, then have more detailed links under those. That would make it not just more visually appealing to me but also more visually engaging. One website that I have found very engaging and visually appealing for me is the website of Asian Americans Advancing Justice (https://advancingjustice-aajc.org). Its web page is neither too heavy nor too 'thin.' I just wanted to cite that as a possible example/model for your website improvement.

It's text heavy and could improve by organizing information into digestible content. Emphasize key links that are more visually impactful- like 'Federal Register' (for access to 'active' AANAPISI Part A & F grant competition), historical background (legislation & changes to legislation), Grantees (past and present, including abstract), Relevant Research (repository of AANAPISI-focused scholarship and reports). What I mention in parenthesis could be what is used as subtext when hovering over the section title.

The website should contain more interactive features (e.g., search engine, summary of grantees/projects) and generally pay more attention to user experience.

Provide current information, up-to-date funded grantees and abstracts, more FAQ's related to interpreting EDGAR (difficult to find clear answers/guidance in interpreting the regs), more timely updates regarding future competitions, ADVANCE posting of application reporting deadlines and due dates.

A more appealing and welcoming design would be very nice. It is fine for general information, but challenging for detailed information. It is just easier to directly contact our Program Officer.

The website can be approved by addressing FAQs and providing examples in terms of timeline for reporting, examples of APRs, including more in-depth guides on drawdowns, utilizing grant websites, beginning and ending grants, etc. It would also be appreciated if there was a better, streamlined way of how to get questions answered, whether it would be through contact with other grantees, to the grants officer, or to another department.

List immediately recent awardees

I like the multiple confirmations to log in and the need to change passwords regularly. I don't have any suggested improvements.

N/A

N/A

Inclusion/Updated list of current awardees Updated funding status and legislation More direct links to all regulations More links to resources like APAHE

Have projected timeline for 2021 applications or releases.   Include list of successfully funded programs and their abstracts.

It could update the design of the website to make it more visually appealing and user-friendly.

Would love to see an organized list of all current and past AANAPISI grantees with project abstracts. Current list is hard to navigate with info within Word docs and info only goes back to 2012.

It seems that every year there is always an update to the APR. Therefore, having a consistent date for the posting the APR would be helpful.

It needs to be updated and made more user friendly. It should also have Spanish and other language interpretation.

Create a mobile app and update to a more modern look and functionality

please add videos, links, colors and past success stories and programming that is inclusive of Asian American and Native Pacific Islanders. If audio links are an issue since the DOE sites do present a general outward facing appearances...at least upload photos to illustrates the targeted community that the AANAPISI programs represent.

How grant reporting process could be improved?

For the past three years (2017, 2018, 2019), the timeline between the date when the APR website is opened up to the deadline of submission has always been different. If there is more regularity and consistency in the APR reporting period, that would help a lot. Project Directors will be able to better schedule their time and collaborate more efficiently with other work areas in their institutions to get data needed for the APR in a more timely manner.   I do want to say that it has been helpful not to set the deadline of the APR to 12/31 every year, since it is very difficult for any Project Direct to contact anyone in their institution during the holidays. If I may, I would like to suggest that the ED consider setting the regular deadline to at least between Jan 31-Feb15 every year. This may be particularly important this time, when we all continue to be impacted by the pandemic. Many work areas continue to be impacted and in flux.

It has gotten better; I would say to continue creating opportunity for each grantee's individualized programming efforts to demonstrate their outcomes and progress within the reporting framework.

Moving the deadline to the summer or late summer will allow institutions to better use the information gathered to improve programming for the new academic year/grant year.

The reporting system keeps changing. Some improvements have been made, but by the time the reporting system has opened, I have collected and organized data based on what I THOUGHT was going to be how I would need to input it. When the questions that will be asked are not known until the reporting system opens, it is not helpful in collecting data and organizing expense data throughout the year in a way that makes it easy to report. The paperwork burden doesn't really improve when the tracking for reporting purposes is constantly changing without advance notice into the reporting year.

Ensure future applications are open 90 days, with the deadline in April.   An April deadline syncs with the regular academic calendar of colleges and universities.   Announce and post the future AANAPISI grant announcement at a consistent and regular time, preferably in February. This timeframe will ensure colleges and universities to anticipate and prepare for future AANAPISI applications   Past applications

were announced at unpredictable times of the year and resulted in several institutions being unable to apply.   Be notified of AANAPISI awards by July. By announcing awards by July, colleges and universities can better plan their fiscal year budgets and prepare for the start of the academic term in August.

To improve the grant reporting process, having a timeline ahead of time would be appreciated. Also, knowing well ahead of time would give better preparation. We also need better communication. We are in a situation now where the grant funding has ended, but there is no word or example of a program-end report despite not having any new funding to keep vital staff on. The guides are helpful, but perhaps online information sessions could be beneficial. Having examples of grant reports or what other successful colleges have submitted would be helpful.

The tech folks on the annual report should be available by phone.

For APR, no place to include external evaluator's evaluation for previous year (this may not be a requirement so just a thought this might be a way to include their feedback.

N/A

Allow a minimum of 3 months before reports are due.

Continue opportunities to engage in Q&A especially in this virtual setting. A case study approach to reporting would also be great.

Release the application earlier so we have a longer time to prepare the application to the highest quality standard possible. Have a longer window of time to submit the application. If not the entire application, release the competitive priorities at least earlier so institutions can adequately and thoughtfully prepare a response to address those priorities. Thanks so much for being open to feedback.

The reporting system isn't terrible, but it can be a bit cumbersome with so many parts and sub-parts. Some of the sub-parts can't be easily accessed until higher levels of the report are completed. So sometimes it's hard to understand the full scope of the requirements until we're actually entering the report information. It does help that DOE usually provides a PDF showing all or most of the parts of the reporting system.

It would be helpful to receive information about how our APR report is used and to receive feedback on our reporting. The reporting structure of the APR does not match the AANAPISI program proposal's focus on a logic model. The data required for reporting is not directly connected. The university data for some sections of the APR are not directly relevant to the grant activities many grants are engaged in.

The grant reporting deadlines are not clear and seem to shift. As grantees, we need hard deadlines set early in advance.

Suggestions to improve technical assistance Department staff provide?

I don't think I have any at this point. My experience has been consistently positive. I feel well supported, actually. I feel that every time I had a question or concern, I instantly got a very timely reply.

I don't have any suggestions at this time given. The webinars have been helpful.

Provide more opportunities to learn from other programs, experts in the field via conferences, trainings, webinars, etc.

I have managed Department of Ed, Title III grants for 20 years. [REDACTED] is the most competent and engaged program officer I have ever worked with! I have been thankful for our program to have had him as our program officer from our beginnings - and thankful that he was returned to us after his assignment elsewhere. The strength and success of the AANAPISI program is, in my opinion, largely due to having his support and leadership to ensure we know what we need to do as directors, and counseled when we are off track.   [REDACTED] is RESPONSIVE to email inquiries! It's a constant surprise to me to have such a responsive program officer - generally the same day! The non-responsiveness of other program officers - even with the 30 day turnaround response time which is Ed policy - meant I needed to reword my requests as 'approval for this request if a response is not received within the 30 day response time' window.   [REDACTED] provides guidance through webinars, is present at meetings where AANAPISI directors/leaders convene to provide updates and guidance, which is appreciated because we all hear and benefit from hearing the same information, questions raised, and responses to those questions, rather than our individual interpretations from one another.   Thank you for supporting the AANAPISI Program through [REDACTED] as our senior program officer. I believe the AANAPISI Program is a strong collaborative working together to respond to the intent of the funding, improve persistence and graduation rates, and add to the higher education resources our the nation.

Broad general webinars cover a lot of material very quickly and it is so easy to get lost.   In the past there were meetings in Washington DC with several breakout sessions that directors can pick and choose what they need the most. I remember going to one of the sessions twice because it was interesting to me and I wanted more detail. Multiple detailed sessions can be done virtually.

The Department staff does a good job in terms of turnaround time to answer questions and hosting sessions at conferences. There can be more information sessions, a better effort to connect programs to other resources or to other grantees, and have examples of best grantee practices. Knowing that programs have a timeline, there can be more effort to reach out to those programs that are ending and offer assistance on transitioning and closing out aspects of the grant, including how/when to send a no cost extension without having to be asked.

I appreciated our site visit with our project officer. He helped us clarify what we could do to improve what we were doing. If there was capacity, I would appreciate an annual site visit.

N/A

NA

Updates on any changes to the APR reporting process, format, etc.

We haven't used any formal program technical assistance from DOE.

Consistency of information in the program. Sometimes we receive contradictory information across years in the program from one staff member to another. The current program officer is clear but a former program officer had given wrong information before. Also, the formatting requirements for the grant proposal was different in the technical assistance webinar than in the federal register.

More clarity around LAAs for the grant.

our program officer is terrific.

What is your job role?

Principal Investigator

AANAPISI Program Director

CUSTOM QUESTIONS

AANAPISI - 2020 - Q22.2. How can AANAPISI improve the usefulness of the technical assistance you receive?

I've been very happy with the timely technical assistance that I have always received from our Program Officer. [REDACTED] is excellent -- always responds within 1 minute, always brief and effective in his communication.   The communication of the ED around certain things, however, is not at all stellar. Now I'm not sure if this is the appropriate space for this but I fell obliged to say something. I was very unhappy with the timeline for the submission of the most recent AANAPISI Part A grant application. Our institution did not apply for that grant because the timeline was just a month, roughly. In contrast, the timeline for the Title V HSI grant competition was longer. It would help if the timeline for the application is made the same for both types of grant competitions.   Second, although our college did not apply for the most recent AANAPISI Part A grant, I felt a lot of empathy for our other peer institutions that applied and received a lot of confusing, mixed messages. In August, I learned that some of our peer institutions that applied were rejected. Then just last week, I learned that those same colleges were aware the Part A grant. That sent many of my colleagues through a rollercoaster ride. That misstep in communication was definitely not okay and I hope that does not have to happen again in the future. I would hate to have to be in the same situation when the Part F competition is rolled out next year. I also have not been made aware of any transparent communication explaining contradictory messages around the most recent Part A grant winners. I think the ED can certainly do much better in this area.

I have received useful assistance in times that I've sought help.

Provide a searchable website of resources.

My responses the the questions regarding satisfaction with programs and services may have been a misinterpretation of the question. THE PROGRAMS AND SERVICES OFFERED BY COLLEGE CAMPUSES HAS BEEN EXCELLENT, and our learning of what is effective excellent due to the sharing among AANAPISI institutions. My response to PROGRAMS AND SERVICES OFFERED BY THE LEGISLATION HAS BEEN DISAPPOINTING as the awards keep shrinking in dollar amount which is difficult for grantees with high costs. In addition, as the AANAPISI program has matured, and getting campuses to recognize the internal barrier created by the persistence of the Model Minority Myth and lack of disaggregated data. As we are making in-roads, the funding is decreasing.   I would like to see points for institutionalization, to get institutional commitment to make the changes necessary to sustain successful programming.

I find this survey very confusing. Does technical assistance to includes interaction with the Program Officer? If so, I am very satisfied. [REDACTED] is an excellent Program Officer.   If you are referring only to the website, application process, IT support, I would say it is a

challenge navigating through these areas. Honestly, I just rely on my experience as a project director and contacting the Program Officer far more than anything on the web.

AANAPISI can offer more assistance with communicating ideal timelines for grant reporting, checking in with programs, especially as they near program-end-dates, hosting online sessions for asking questions or showing examples of reporting/best practices, connecting AANAPISI programs, and follow-up.

The annual report template is so confusing. There is a 1-800 number and email we are supposed to reach out when we experience issues but i have found them not so useful.

N/A

N/A

NA

Consistency in evaluation of grant proposals. Receiving responses to suggestions for improvement that have been submitted through the APR process each year.

Technical assistance is great and helpful

AANAPISI - 2020 - Q22.5. What can the AANAPISI do to improve communication with you?

Due to the pandemic, the ED had to postpone its Project Directors Workshop usually held in June. I'm wondering if COVID-19-related adjustments have been made to re-design this workshop. I haven't received communication about it since June 2020. I hope that there is a plan to design web-based conferences for Project Directors (both new and continuing).

Communication has been efficient, responsive, clear and helpful.

Provide more information about legislative actions relevant to AANAPISI funding/programs (e.g., the inclusion of AANAPISI in the CARES Act), updates/lists of AANAPISI grantees (for networking, mutual assistance, etc), and general communication about best/innovative practices from AANAPISI grantees.

Timely communication. By that I mean, more than a 30 day or less notice of competition (especially since it was uncommonly early in 2020 and before the APR was due. Supposedly the early competition was to ensure early notification of awards. One of my peer campuses did not have confirmation until September.   Full copy/process mapping of the APR. What is the decision tree so we can gather our information ahead of time and be prepared based on the questions that come up. I would have gathered additional data or put together more detailed responses if I knew the logic model based on responses. This would also inform me of where I might fit in data/information I believe to be pertinent and want to share, but find no relevant APR question in which to include it. It might be there - just buried under a response to another question I didn't know would trigger it.

The Program Officer is very accessible and that is the best thing.   There was a short time when we had another Program Officer and it was very difficult.   The individual who is the Program Officer makes all the difference in the world.

Typically, AANAPISI communication occurs when there is big news from the Department of Education or an upcoming report coming up, but our program can use more frequent communication on best practices, especially as the program's funding ends. Program suggestions on transition, annual performance reporting, connecting to other programs, and follow-up would be appreciated.

The award notification could be done so much earlier. It seems to be like a week before the start date.   Also list all awardees on the webpage so we can network and collaborate early.

quarterly to bi-annual meetings of grantees to share best practices and improve our services

N/A

N/A

Continue the relevant updates via newsletters

Send out notification of anticipated timeline for next year, if applications are anticipated to be opened for Part A or Part F, potentially what month or range of months when information about applications would be released, etc.

Grant awardees should be notified with enough time to plan for implementation of the new school year, not for the federal fiscal year. The timeline of communication is not dependable. The notifications for the APR system opening and when the deadline is is usually sufficient even if the due date changes from year to year. There is at least a month's notice before the system opens and then around 90 days to complete the APR. However, the communication and amount of time to prepare a grant proposal is vastly different each time and hinders schools from being able to prepare. It is not sufficient to communicate about a grant cycle opening with only one week's notice and then giving less than 30 days to prepare a grant proposal.

Answer the few questions we have with more thoroughness for better clarity.

AANAPISI - 2020 - Q22.6. What is your preferred way to communicate regularly with your program specialist?

Very helpful when addressing a group - at meetings or convenings. We are still relatively new and learning - from each other and our program officer.

AANAPISI - 2020 - Q22.7. How would you advise on improving the overall process and protocols associated with this grant competition?

1. Give institutions at least 6-8 weeks to submit grant proposals 2. Implement a more consistent timeline for APR submissions, and consider a deadline of between Jan. 30-Feb 15 to give project directors ample time to work with different officers at their college on the data pulls that need to be done 3. Improve communication from the ED -- be consistent, avoid confusing messages on who won or did not win a grant. Our Program Officer has been excellent. I think the problem lies with the administrative leaders above our program officer.

1.Publish the competition announcement early and widely. 2. 30-60 day application period 3. Earlier notification of awardees to better align with college fiscal year (July 1-June 30).   4. If not #3 and keep grant period from Oct 1-Sept 30, then ensure awardees are officially notified no later than August.   5. AANAPISIs can't advocate on the hill. But, comparing allocation of funding across different MSIs, AANAPISI's are woefully underfunded considering the number of eligible institutions who are able to compete. They are funded at the lowest per capita.

Be more clear about: how the application can be accessed, selection criteria for reviewers of the applications, process for the recruitment of reviewers, and notification timeline.   Be more mindful of the deadline of the application (e.g., should not occur close to the progress report deadline).

Earlier notification of the opening and due date. Amount of the competition and preference priorities and any changes in what is expected in putting together a strong proposal. To gain participation and buy in from the campus, we need time to work with the different groups on campus. Scheduling those meetings is a challenge, so the more notice we have of the rules and expectations of a successful application, the more time we have to put together an excellent, collaborative application we can submit without the long hours and stress management they often require.

Ensure future applications are open 90 days, with the deadline in April. An April deadline syncs with the regular academic calendar of colleges and universities.   We were provided less than 30 days for the last application, which reduces the quality of each application. We get more time to do the Annual Progress Report than we get to write a detailed and quality grant proposal.   Announce and post the future AANAPISI grant announcement at a consistent and regular time, preferably in February. This timeframe will ensure colleges and universities to anticipate and prepare for future AANAPISI applications. Past applications were announced at unpredictable times of the year and resulted in several institutions being unable to apply.   It would be good if we get notified of AANAPISI awards by July. By announcing awards by July, colleges and universities can better plan their fiscal year budgets and prepare for the start of the academic term in August .   AANAPISIs get far less funding that other MSIs!

First and foremost, there needs to be more time to submit the grant application. Schools were notified just a couple months before the competition started, which was not enough time to prepare a sufficient application. Additionally, more webinars or assistance on what a successful grant application looks like would be helpful. The current system allows for inequities due to 4-year universities or those that have grant writing positions to have an edge on new or 2-year schools. Receiving feedback on the grant competition application is useful, but there was a disconnect between the rubric/guidelines and points being marked down on the applications due to reviewer bias. Additionally, even having a grant competition means that some colleges/universities lose out, while others benefit - there needs to be more funding in the system to allow for less of a competition of funding, and better ways to support as many programs as possible. Instead of focusing on a grant competition, perhaps there can be ways to facilitate advocating for more funding, or other options to receive funding for after the awards. That would show that there is more of a commitment to help AANAPISI institutions even if they do not receive grant funding.

Having 60 days or more to complete grant applications would be ideal. Having a more standardized timeline would be great as well so that we could know when the competition would open and when the results would be announced.

I would suggest letting folks know they have been awarded earlier.. a month before would be ideal.

If possible make the grant approvals at least 6 months before they begin, being notified after school year starts you received a grant which begins in less than 2 months results in wasted resources the first year as you don't have the staff hired and in place to run a program. First year ends up becoming a pilot year

N/A

N/A

NA

Publish timeline (anticipated, subject to change a year in advance) Publish competitive priorities in advance of application release More time to complete application after release Shorten time to find out if awarded or not to improve planning and positioning. Thanks!

The proposal preparation webinar was very good. There could be more time given between the release of the RFA and the application deadline.

There should be at least 90 days for applicants to complete a grant proposal and more advanced notice for when the funding cycle will open. It would be helpful to also have a set time of the year when funding cycles will open. For AANAPISI, it has been due in August certain years, then May, then February. The notification process has also ranged from Oct. 1st with an Oct. 1st start date! to August or September. It would be helpful to send notifications by July if possible so schools can plan. The evaluators of grant applications should be more consistently trained. There should be more care taken to ensure that there are no inconsistencies in information being communicated.

Assistance for Arts Education Development and Dissemination Program

CORE QUESTIONS

Please describe how the Department could improve its website.

It's hard to know when the website was last updated with new information. Over the past few years, the site has not been updated regularly which makes me question the current content that is posted and if it is still accurate.

Maybe make it easier to navigate by adding, for example, more visuals (like logos to programs instead of text).

I would appreciate a calendar readily accessible with report due dates and other important dates for grantees, as well as easy access to reporting forms. Overall, though, the website is beautiful!

NA

The information always appears to be out of date and I wish it included reporting guidance.

How grant reporting process could be improved?

The data portion is sometimes confusing.

The report requires a significant amount of data and narrative around the work that is being done to carry out the program and achieve the project-specific performance measures. Yet, all that really seems to matter is the budgetary reporting and absolute priority (ELA/math scores; # of curricular materials created) reporting. We have never received feedback on the work we are completing to achieve our project's performance measures or to disseminate our work which makes me think that these topics are not important and spending many hours writing a thorough narrative is not a good use of time. I understand that reporting is about compliance but there could be an increase in the amount of attention that is given to programmatic *quality.* Eg: We report on the number of curricular materials we create but there are no requirements for the content of these materials and we never have to submit them for review.

I think the Department does a great job and our liaison has always been very supportive and responsive. I feel very supportive when communicating with her.

Better reminders / lead time for reporting. Easier access to forms and more user friendly forms.

NA

We receive the APR deadlines with little time to prepare (4 weeks). The webinars are so focused on the big data pieces and not about narratives. It would be wonderful to have some exemplars.

Our organization collaborates with multiple partners in completing the DOE grant reports. We typically use a document from Google Team Drive that we share with the numerous partners so those

participating can answer relevant questions that require a shared responses. It would be wonderful to have a grant reporting platform that would eliminate the need to cut and paste on the front and back end of these reports. With the current system, we are cutting and pasting into Google with the blank questions then again at the end of the process we cut and past the answers back into the reports word doc that we submit as our final report.

Suggestions to improve technical assistance Department staff provide?

Greater interaction between grantees and the staff. Most of the interaction and opportunities for professional development and sharing of ideas/concerns is only around the report.

I think there could be more opportunities available. Of course Department staff is stretched thin and time is limited so I understand there are limitations. The webinar provided on distance learning was very helpful and it was nice to connect with fellow grantees at the annual conference. I think these types of events can be taken to the next level with minimal effort by establishing working groups on specific topics like curriculum development, teacher training, assessment, and dissemination.

I think we receive an immense amount of assistance. Maybe it would be good to facilitate a Zoom based update session with all grantees once a year.

I'm not aware of what is provided, so start there.

More sample resources for program implementation.

NA

They could help much much earlier in the grant and support in creating measures well before any work begins.

Carl D. Perkins Career and Technical Education State Directors

CORE QUESTIONS

Please describe how the Department could improve its website.

The responsiveness of the Department has been excellent. As we walk through Perkins changes and COVID I sometimes want more concrete answers where they are not yet available. That's not the fault of the Department but reflects on current life.

Continue to make things easily accessible and increase the ability for a targeted search to be done for specific information.

Less text, more infographics, drop down menus on pages for specific items and a FAQ section for each area

n/a

Nothing specific comes to mind.

I am a new director so I am still learning about the scope of the website and its content.

It's not the department that needs to change; I need to become more tech literate/savvy!

How grant reporting process could be improved?

not sure. Ask me after this CAR.

have more training (webinars) on the reporting process.

Some of the data is not easily obtained but we understand why it is being requested.

Send the questions that will be found in the narrative or a copy of the report we will be required to complete out before October 1st

Supporting more conversations about what the data mean and what program should do to directly influence them. The timeline between data collection and reporting is so long that it is difficult to make meaningful adjustments.

Nothing specific comes to mind

Suggestions to improve technical assistance Department staff provide?

when submitting a question, sometimes the actual law is the response, when it may be more helpful on flushing out ideas to implement program/service, rather than just reiterating the actual language of the law.

Continue to offer opportunities for peer to peer sharing. You all are doing an awesome job.

A quarterly document of what is new and innovative going on e in different states, fresh ideas and or resources, more opportunities to get state director's together

I could not ask more from the Department staff. They are excellent. I love working with them.

Nothing, every time I have needed assistance the staff has been INCREDIBLY helpful. [REDACTED], [REDACTED] and [REDACTED] have all gone above and beyond for our state many times!

Providing instruction for how to 'convert' legalese into usable language for the field. We 've been instructed to change 'layman's terms' instructions back into legalese (by OCTAE staff) and quote the Act instead of using layman's terms. While this might 'check the box' it does not improve program if the educators in the field cannot decipher the Act. Better to do the deciphering as leaders and then dissiminate the deciphered message in layman's terms, in my opinion.

Technical assistance provided has been helpful.

They are amazing and only a call away! Any question any time they are there

Primary Ed-Funded Technical Assistance Provider?

[REDACTED]

Regional Laboratories and Comprehensive Centers

REL assistance.

REL Central MAP Equity Center

RTI

RTI

What is your job role?

Senior administrator overseeing state director

Staff within CCTE Office

Charter Schools Program Grants to State Entities

CORE QUESTIONS

Please describe how the Department could improve its website.

If the organization of the home page could be arranged to easier navigate the main topics. It seems 'messy' on the home page. Many of my searches come back as none found yet I know the resource exists.

There have been so many changes....it is difficult to find sections or guidance applicable to old rule (which in some cases is still active).

It's loaded with broken links. The only reason I can ever get to CSP information is because someone in the Charter Schools Office sent it to me in an e-mail.

Some of the links that I tried were no longer working.

Charter Schools Program is a unique grant. In reality the federal government is providing venture capital to non profit entities to start a business. Because of the venture nature of the grant, the variations among state authorizing, and the diversity of sub-recipient school programs, much of its guidance is vague. While that is good because it gives state entities some flexibility; however, it is not so good when it come to monitoring which defaults to narrow or inconsistent interpretations of the CFRs and other guidance.

I think it is changed too often. Information seems to go away over time. I don't really think about it as a helpful tool. I am more inclined to look in old emails or the SEA exchange or reach out to my program officer.

N/A

Maybe when there are updates to the web site you could post a notice to the SEA/SE Exchange?

N/A

How grant reporting process could be improved?

The submission process/system is confusing and cumbersome

We are in a no-cost extension and the data points from the original goals is no longer applicable to the State structure. It makes it difficult 6 years later, to collect data.

Pretty smooth process. WestED has been a great partner.

Try not to change the APR reporting requirements (what and how to report) every year or point out what's different from one year to the next..

The instructions for the APR FPR need to be rewritten. They are not terribly user friendly at all.

N/A

Sample reports posted to the SEA/SE Exchange?

N/A

Timeline of APR - Due in April in a FY that begins in October. Lag can make reporting a challenge, and it is not clear when the Dept gets a full year of data/updates.

One of the challenges with the reports is that our view is different in G5; therefore, it is not always clear how to resubmit documents when asked. It was also very confusing to learn that the answers for the annual report had to be input into G5. The meeting that was held was informative; however, it was confusing for those of us who had not previously completed the process.

Suggestions to improve technical assistance Department staff provide?

Continue doing what you are doing

I have only overseen this grant for 7 months. I have not had many opportunities for the TA. So my experience is relatively low.

Updates to non regulatory guidance is needed.

The non-regulatory guidance has not been updated since 2014 under NCLB. New non-regulatory guidance would be very helpful.

The Clearing House is a good resource but there is little opportunity for meaningful conversation about practice among state entities.

I really believe that when a grantee is awarded some sort of playbook or guide should be given to the new grantee, outlining next steps, what to focus on first, what they need to develop, etc...   The only way we obtained this information is through the help of peers who came before us or bumbling our way through it. I was very surprised that other than the GAN there wasn't really much of any other guidance provided.

It would be nice to see what other states are requesting. Perhaps there are chances to collaborate we are unaware of?

N/A

Response time. Staff seem limited to repeating the statute, less free to problem solve and imagine different apporaches.

Primary Ed-Funded Technical Assistance Provider?

National Charter School Resource Group

[REDACTED]-Manhattan Strategy

Manhattan Strategies and WestED.

National Charter School Resource Center (Manhattan Strategy Group and WestEd)

NCSRC

NCSRC and WestED.

Regional Labs

REL Southeast has worked with us quite a bit and does an excellent job of helping us support our systems, schools, and students.

[REDACTED] and [REDACTED] (wested)

West-Ed

What is your job role?

Supervisor of Grant manager

Child Care Access Means Parents in School

CORE QUESTIONS

Please describe how the Department could improve its website.

Visual appearance to help navigate where you want to go. More intuitive as you click on resources.

Better more frequent communication. Friendlier support staff. Info about the grant. I always feel so lost and don't know if I'm doing things right. Always in fear that I will lose the grant.

I understand that the website is accessible and meets the needs of the user. Maybe put some documents in several languages for users whose first language is not English.

For CCAMPIS Grant Recipients, we need updated information about budget modification expenses that are acceptable especially during these COVID challenging times.

No comments for improving. Continue the excellent job that is currently in place.

I think its user friendly and analyst is always responsive.

I have had trouble navigating the website. There is a lot of information.

In my opinion I feel that there is no improvment really need to done on the website. The material on the website is valuable and help me to get the answer I need from the site.

At first, I was going to suggest keeping the website information and data up to date but I see the website was updated on 9/15/2020. Other than this, I think the website provides sufficient information and is well organized. m

The terminology is sort of confusing - I suspect you use internal lingo that's not necessarily the same as what the rest of us are familiar with. Eg what's an inquire action or an initiate action?   It would be nice if I could see the grant balance. If I do have access to our balance, I have no idea how to do so, and I've tried. It would also be nice to offer some sort of DoE org chart.   Something about the font - it's small, not enough white space it just pains me to try to read through it all. I am glad it's not overly busy or cluttered, and I do appreciate how secure it is.

There isn't any helpful information on the website and when I have looked for answers I am unable to find them. When I emailed my first project officer her responses were slow and unprofessional. I got a new project officer and his responses are MUCH better, quick and clear and not rude or condescending.

Info about the CCAMPIS Program is buried in the website.

CCAMPIS in particular covers a broad spectrum of grant activities. It would he helpful to see on a map where projects are located with imbedded contact info from project officials so regional collaboration between grantees could occur.

I don't have anything to add

More user friendly and the ability to see the most current grant and it's guidelines.

I haven't had the need to visit the website, so I cannot speak to how to improve it.

I only check the website when I have questions regarding grant awards or new grant opportunities. I rely more on the emails I receive from DOE and determine from them if information is applicable.

Make sure that current information is listed in order. It is difficult to find the most recent information such as contracts, etc.

Welcome to grantees when we are assigned to a new Program Specialist

More descriptive, easier links for searches.

NA

No suggestions at this time

Make it a little user friendly. More descriptive titles would be an example. Often I have to hunt around an area to find what I want.

No recommendations at this time.

Critical information related to the application appears in different locations. Also not all of the information is in all locations. Some appear in one place and others in another place. It would be helpful to have all that you need to complete a thorough and strong application together.

I know all are busy but setting up a possible time limit to email responses. All responses should come back in a timely manner.

Passwords to the G5 site are have to be long and complicated and changed so frequently!!

Currently, I have no suggestions for the website.

More FAQs regarding the CCAMPIS grant, not just the application, but ongoing information. Also, any updates in relation to Covid-19 would be great too. Most information is gotten by contacting your assigned contact or through N4C listserv.

For someone who is not tech savvy it can be difficult to navigate. Perhaps directions that are easily accessible for new users?

I have not been to the website. The other manager of the grant at my college has access.

Overall appearance...might be clearer And simpler to find the link to CCAMPUS

I have not used the website for the CCAMPIS grant, so I'm not able to offer suggestions on how it could be improved.

Update your website.

It is hard to find information, clear tabs and maybe providing training on how to use it.

More opportunities to understand best practices through the website. Provide a list of reporting deadlines. Share information regarding Covid-related adjustments.

The website can be improved housing more updated information and resources.

Keep it updated

There's a lot of text with smaller font, could use more white space to help readability.

I found the website to be helpful, with the exception of some information that I learned was not up-to-date. It did not match what was sent in an email.

Perhaps more resources on stats and best practices supporting student parents in higher ed.

N/A

Might be my own ability, but I find it hard to search for specific updates and current information.

I think the website is easy to navigate

More detail of permissible activities would be helpful. Also, additional FAQ and support questions updated regularly, not just on the application process but the execution.

The website can be improved by extending the information to include more details and currently information.

More links to updated information on COVID-19 . Suggestions on how to adapt grant with the current crisis .

I haven't used the site in relation to CCAMPIS.

More details in regards to how to properly award grantees. Specifically in regards to student qualifications.

Unsure.

List information for current grantees separate from general Q & A sections.

Creating a more user friendly website   Navigating made more simple

Provide more thorough FAQs

Unsure

How grant reporting process could be improved?

Provide information once grant is received. I had one style and expectation of report due first time. Changed expectations for second report and was blind-sided with what was expected to report. I was using the information from first report to keep accurate records and data. 2nd report asked entirely different information. If reports could be shared at the start, I would know exactly what is expected.

Give more clear info. Give info.

Sending notification that they received them.Offering clearer guidance on what exactly the APR requires.

Give us the APR Report prior to the semester so we know what data to collect for the report. Due to having additional administrative responsibilities, simplify the reporting process.

The granting reporting process is currently good. No suggestions.

I think more time to get it in to you would be appreciated. It takes time to route through my district.

It would be great to have a training on how to do the reporting and it's purpose.

From experience of this grant I think it is easy process and this is an awesome grant.

I would like to know more information on how ED uses CCAMPIS APR data. Otherwise, the process is pretty straightforward and easy to complete. It would be helpful to have some general/consistent ideas of when the report is expected each year.

The overall process was okay, but there were some areas that needed clarification (and not just by me - I reached out to colleagues at other campuses who were confused about some of the same areas). Example - the student reported date. When/how often is that supposed to occur? What is the difference between Helpful and Important in question 6?   The overaraching issue for me was that I didn't know what was going to be asked on the APR. If we had been offered a copy of the APR at the start of the grant, I would have known what/how to track from Day 1. Instead, I had to backtrack through a year's worth of information in a rushed amount of time in order to collect what was needed.

I have not had to complete a report yet so I am unsure.

Inform how the data is used.

With projects in CCAMPIS so very different, not all metrics are helpful as a 'cost per year' or even 'cost per term'. Also, programs that migrate families to longer-term support from CCAMPIS dollars will appear to be under-performing in subsequent timeframes, giving a skewed view of the CCAMPIS impact.   Many

projects also keep at their core activities that encourage and promote persistence that are tangential to childcare costs. these activities are not measured well with the metrics in place.

Provide list of requested data ahead of time.

Give more notice on the deadline and give reminder notices in a timely manner o help prepare for the report.

Often times the report sent isn't easily accessible. Seems like there should be an easier format with which to send the form. Because we are not given a lot of time to complete the report, we run up against getting help from our Institutional Research department. Being up front with what will be asked at which time periods (annual, 6 month, etc) - and consistent - would be incredibly helpful. It would also be good to know what is done with the data and how it is used by DOE, specifically in thinking about whether to renew programs or not. In general, more clarity and ease of use.

Providing more notice when APR will be due and technical assistance for completing especially for first time awards

Better and clear communication.

n/a

NA

Provide more clarity on items for reporting

No suggestions at this time

I think having a question and answer session or webinar with instructions and frequently asked questions we could refer to would be very beneficial.

No improvement to recommend at this time.

Let applicants know the information expected and the format prior to awarding the funds.

Issue clear instructions in some areas where questions may arise.

Gets easier to understand each year.

N/A

Give clear expectations of reporting when applying for the grant, so we know what data to collect.

I have not done it myself yet, however I did assist in reporting when I worked for another institution. It was readily apparent to me that data should have been kept from the beginning in one location. Directions to new grant holders on the need to do this would be extremely helpful.

Continue to answer questions when they arise.

Feel like I'm too new to CCAMPIS and reporting seems to have been done in a different way due to COVID and changes in project manager.

1) Provide the information about reporting in GAN, 2) update reporting documents and information on your website, and 3) most importantly, it would be great if my PO answered my questions about reporting rather than ignoring multiple emails

Provide a guide to reporting on CCAMPIS.

Provide a video tutorial on how to complete each sections. The fiscal year, Oct 1-Sept 3, and academic year do not align that makes reporting tricky. It would be MUCH easier if those years aligned. Also, the report was due in January when many personnel in academic institutions have been out of the office. This makes gathering information from other departments and institutions difficult.   Having the due date be before December 15 or very end of January or beginning of February would be helpful.

a little confusion about additional funding (4th year of our award), but great communication

Just email it in, not deal with a software?

Grantees can be provided with greater clarity and details on reporting requirements specific to that year's APR in advance.

Clearer directions

N/A

I think that it will be easier now that we have done it a couple of times. We sought clarification a couple of times with no response, but submitted our report anyway, and it was fine.

More continuity between dept staff in terms of feedback to questions.

I answered N/A to several questions because we are 1st year recipients of the grant and have not had to submit any reports to date.

Establish consistent timeframe and process.

Specific dates for reporting timelines .

Overall this has been a good experience. We had a few issues with the fillable form last year but the program officer sent another template and we worked it out.

I would prefer to have the annual data form at the beginning of the year. We must keep data on a separate form, which cannot be cut and pasted into the annual reporting form. The transfer of individual data from our reporting form to the ED reporting form must be completed manually, which is an enormous labor drain.

It can be improved by providing training of the data required for the report and the evaluation process.

An Annual Performance Report (APR) has not yet been submitted.

I am new to my position and have not been involved in all stages yet, which is why I 'don't know' on many items.

IT would be interesting to know how the data submitted is used.

Maybe have grantees access the template when they first receive funding, so we're definitely aware in advance of the data that we'll need to collect and can build it in from the beginning.

N/A

N/A

Perhaps have some workshops on writing the reports.

Provide reporting documents rather than have centers create their own.

The timeframe of when the report is released to when the report is due could be increased as when it becomes available around the holidays it makes it difficult.

Tracking students that received years ago but are not receiving now and are not enrolled now is very difficult

Unsure

Would like more clarity on how the data is used and what makes a strong report versus a weak one.

Suggestions to improve technical assistance Department staff provide?

Check-in with staff, introduction and support materials provide so new grantees know how to ask for assistance. Where to find it, etc.

The Program Officer is excellent and super diligent.

Once again, simplify your form especially for other directors who have limited knowledge on technical matters.

N/A

Tech assistance has always been timely. Even with switches of analysts or leadership.

I was not aware that there was training opportunities available.

I think at this moment it answers the questions and I am able to access information from this site as needed.

Offer more CCAMPIS specific pieces of training and information.

Other than a couple webinars that you offered over the summer in response to pandemic concerns (thank you for that), I wasn't aware of any other services.   I did receive quick and helpful responses to email over the course of the summer.

I don't know of any technical assistance available besides emailing the project officer. I would love to have a timeline of expectations - I am not sure when budgets or reports are due. I think a listserv would be very helpful or a forum where we could ask questions and connect with other grantees. I think templates for collecting data or reports would also be helpful. I feel like I am figuring this grant out as I go and early on when I did email my project officer [REDACTED] responses were rude and unhelpful making me reluctant to ask more questions. Currently, I submitted my new fiscal year budget over a month ago and still haven't heard anything. I don't know when to expect a response and I am not sure what next steps are. More communication would be appreciated.

N/A

FAQs are general and sometimes non-grant specific. The best TA we received was at NCCC conference session several years ago. Many in the room were CCAMPIS veterans and surprised by the answers given. This suggests the TA method may not be as effective as Ed would like.

Providing more TA might be helpful. To be honest if any of these options were available, I didn't know about them. Perhaps I'm not properly connected, which may also be an issue. Perhaps have recorded webinars folks can access at various times of the day - hard when I am 3 hours behind EST for certain months of the year.

I have not had problems

There is such a delayed response from ED staff. Also, I think there was a turn over in my ED contact.

n/a

NA

Respond in a more timely manner to phone calls and e-mails

No suggestions at this time

More check in with staff. I feel at this time the response time is a little long when asking questions but I do understand this is an unusual time.

N/A

The COVID webinar was very helpful

N/A

Maybe provide a listserv for CCAMPIS, so we are not only communicating with programs that pay the N4C membership.

Due to the pandemic there was not a conference, and my technical assistance assigned staff moved. While [REDACTED] was there she did answer promptly. After [REDACTED] left it has been difficult to get answers I need, but I now have a new assigned staff person and am hopeful communication will improve. I have relied heavily on input from Directors of other CCAMPIS grants in the meantime.

It could be more timely. It took a long time to distribute the information during COVID

intentionally connecting other CCAMPIS grant recipients with those who are applying or new to receiving the grant

More webinars or updates and program to program best practices.

Have program specialist that are readily available to answer questions.   That could take the form of a regular monthly optional check in zoom session.

Make it so that it is more user friendly.

Increased opportunities for training specific to the CCAMPIS grant.

The items listed need to be implemented

We never used the technical assistance that the Department provides.

I was not aware of technical assistance provided by the dept staff.

Answered N/A as we did not receive technical assistance (webinars, workshops, meetings, listserv etc.) from our program manager.

Not sure what technical assistance is available?

Respond to inquiries with more than 1 word answers. Provide any form of training or information sharing.

Have not had an issue with this.

It would be helpful if there was a list of awarded programs on the site so we could connect with each other for support and to share best practices.

More responsive when questions are sent to representative. More information about when TA is available.

N/A

Trainings and webinars. Where would I be able to see these?

What is your job role?

childcare director

Project Director

CCAMPIS Project Director

VP of Administrative Services

grant manager

Program Director

Program Manager

Faculty, Early Childhood Education and Director, Childcare Center (on campus)

Director

Director

Director/project manager

Professor/Dept. Chair

CUSTOM QUESTIONS

CCAMPIS - 2020 - Q14.2. How can CCAMPIS improve the usefulness of the technical assistance you receive?

Provide useful technical assistance.

Confirming that they receive documents such as Budget and APR.

If you can please have a direct number.

The technical assistance currently in place is sufficient.

I would find a training on the CCAMPIS grant to be helpful.

Offer more information and training

I would have given 10s based on just the last few months. Although I've reported to 3 different people over the past 6 months due to I assume personnel changes, I have received prompt and helpful support and that's really appreciated.   However, I didn't enter 10s because my experience prior to 6 months ago was frustrating. Multiple correspondences to my contact went

unanswered. The few times I did get responses, they were either unclear or didn't answer my questions.

The technical assistance varied for me, with the old project officer it was poor, but with my temporary project officer it was much better. I now have a 3rd project officer (this is my first year on this grant) and I am unsure how responsive and helpful they will be. But as for the web resources, they are not useful.

N/A

While many TAs have been timely, some have not.   Confusion about TA transition and reallocation have been problematic at times.

The people I have reached out to in the past 12 months have been quick to respond and helpful. Especially considering the circumstances of the pandemic.

Offer more on a regular basis

Be more responsive and personal.

n/a

NA

Respond to e-mail. Have more open dialogue on budget issues, enrollment and unforeseen circumstances. When a rep is reassigned or leaves, have another rep in place in a more direct and timely manner.

No suggestions at this time.

Faster response time. Follow up with clients after the initial call.

No recommendations at this time.

N/A

Responses should come in a timely manner.

N/A

Some sort of information for the campus. My campus was (and is) struggling how to implement the funds. The way CCAMPIS is implemented and what we can use the funds on really confuses them. Also some support for business officers who don't typically work with Federal Funds would be nice too. It's been a challenge figuring out also how to change mid-grant to support student families due to Covid 19 ongoing closures.

It would be helpful if directions were written without so much jargon- I am not sure how that can be done, but initially it took me a while to understand how this grant operates.

no suggestions

There should be a training for new people

We have a new staff member assigned to our state. So far, we have received very timely responses to questions.

Improvements can be made by increasing consistency. Our interim contact was incredibly responsive; responsiveness of program specialists has been varied.

Replies from program officer more timely

We haven't had to use technical assistance.

N/A

less turnover of staff

Maybe they could provide resources and or training?

More timely responses to questions and more detail in the responses.

Provide more than one word responses to technical questions.

CCAMPIS - 2020 - Q14.5. What can CCAMPIS do to improve communication with you?

Monthly or quarterly email with newsletter format, where information could be provided in a quick read format.

Actually communicate on a regular bases. Hold workshops. Regular check ins.

Confirming that they receive documents such as Budget and APR.

Continuous and update us with latest information.

Continue communication through emails and telephone systems.

CCAMPIS analyst has always been responsive through communication.

I think check ins would be helpful during these times of COVID and how it affect the grant.

As a Director in my opinion my contact person always answer my questions when it comes to this grant. When he or she is not sure they would find me the answers I need.

CFI Group

N/A

I just received the name of my new (and fourth overall) contact and haven't had a need to reach out about anything specific, so I don't know yet how to answer. This is my fourth contact over the course of a year. My first contact was for the most part unresponsive.The few times I did get a response, questions weren't answered clearly if at all. My second and third contacts were excellent.

Provide more information on the website, respond to emails promptly and respectfully, send out regular correspondence with updates, a newsletter or listserv would be very helpful.

N/A

Apart from changing TAs, requests for annual budgets and reports, we have initiated all communication.

More updates on the grant process and check-ins to see if you need assistance or if you are using the grant for its purpose.

Provide more of it! There was a large window when we didn't hear from y'all and we (CCAMPIS programs) had so many questions. Would have been nice to have a group conversation/webinar/something to be able to help us make decisions. Also think that would have more efficient for your staff - rather than having to answer a bunch of separate emails.

Grant awards being announced sooner. Our most recent award was communicated on September 30th. Since we did not know if we would be funded I had to limit the number of subsidies awarded to students and as a result could serve fewer students that semester.

Be responsive in a timely manner. However, I believe there was a turn over in ED staff for my program.

n/a

NA

Respond in a more timely manner to e-mails and phone calls. Reps voicemail is always full and messages can't be left. It takes on average 3-5 e-mails to get a response and it is rarely clearly aligned to the questions asked. Pat answers and vague responses.

No suggestions at this time

More information and check in's. I also think I would like to have possible one communication every other month to just check in and see if there are questions.

None at this time.

The grant is related to the academic year. It would be helpful to know if the funds are awarded before the academic year begins. Most Fall semesters begin in August. Notification in July would be more ideal. Notification at the beginning of August is a must to adequately prepare.

More frequent check in emails

N/A

I think FAQs being sent out or a newsletter with timely information, especially with Covid 19. This way we can all get the information and can adjust accordingly versus trying to find out the information from various sources.

Now that I have an assigned specialist I am hoping communication will improve.

It look a long time to get FAQ's during Covid. It might be different normally.

Was not notified of RFP for 2021

Give clear directions around what is expected at what time and all that needs to be included-- maybe provide a template?

Be responsive to questions via email.

I have a new specialist that I can not rate at this time. My old specialist was very hard to communicate with and questions were not answered properly.

Access to more updates and webinars to assist new programs.

Answer my emails and phone calls.

difficult because DOE is on different fiscal calendar than most colleges and universities

I received a mass email from DOE stating that grant funds could be used differently, but when I reached out to my program officer, the email did not apply to CCAMPIS, which was not clear from the original email.

I wish it we just got the award notification through email accessing it is an a stressful process. I think it is nice when things pop up in plain view.

Increase communication. Our program specialist was reassigned this year so we are understanding of the limits in communication and assistance due to this. Our interim contact was very helpful & available.

more frequent communication; clearer, and program specific

n/a

Our current CCAMPIS contact has been excellent with timely responses. Our previous coordinator often did not respond to our questions.

we had a lot of turnover to the liaison position that led to some delays in questions being answered - but each person has been very helpful

We've had two DOE program managers and both of them are difficult to contact.   Be available via phone and email.

CCAMPIS - 2020 - Q14.6. What is your preferred way to communicate regularly with your program specialist?

Combination of either list email or webinar for news or updates that impacts all; and individual email or phone for college-specific concerns

All the things.

Combination depending upon the urgency or specificity to our institution of the information provided.

CCAMPIS - 2020 - Q14.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Clear directions on timelines, who need to apply or re-apply, follow up when submitting applications.

Clear instructions, communication, q&a sessions.

Confirming receipt of documents

Due to COVID crisis, we need to know if we can carry over funds from our last year to the following year.

Excellent as is.

I think for those that are ending their grant cycle should get notifications that the new grant cycle is not for them. Our district needs to renew by 9/30/21 and this years cycle was for new grantee's only.

I think more personal communication is always helpful.

I think the overall process and protocols are working as it should. It is over grants may offer assistance but everyone may not be eligible for other grants that is being offer.

I think there are good practices in place such as webinars. I think there should be more conferences (or at least conference sessions) dedicated to the CCAMPIS program.

I was not involved with applying during the competition so cannot address.

I would love to have a webinar that is specific to CCAMPIS - there have been webinars offered, but no time to ask questions and most of the webinar did not discuss issues relevant to CCAMPIS.

I would not change the process for applying for the CCAMPIS grant. The procedures are clear and, the application is user friendly.

I would suggest that programs who utilize grant writers for their submissions would need to disclose that information somewhere on the application. Not all programs have access to grant writers and I feel it gives some programs an unfair advantage when it comes to knowing the proper verbiage and design of the grant application.

It would be helpful to condense the directions in one place. The RFP had notes on what was required in two or three places, often expounding on the information in another place. Looking at the reviewer notes, it feels like this is plug and play to/from there. It may be helpful for applicants to see this rubric then have a narrative explanation of what the grant application is looking for to accompany.

It would be nice to get a notice when it is time for you to reapply for the next grant. It is hard to understand which year your are applying for.

Just more notice. A webinar on successful grants and strategies, and clarification on what exactly should be included.

More clarity and communication about the process and timeline would have been nice, so at least folks knew where things were.

More lead time to prepare the grant application

More time allocated for development and submitting of new grants. At times, I have received more information on CCAMPIS from the National Coalition for Campus Children's Centers list serve than the DOE,

N/A

n/a

NA

NA

No suggestion

None

Nothing to recommend at this time.

Notify applicant of the award in July.

Possibly individual meetings as new budgets are being written.

process is good but sometimes the turn around time is short.

Provide more space in webinars for grantees.

Provide some successful samples. Not many of us have written these types of grants before and we can't all afford to hire a grant writer to do this for us.

The first thing I would highly suggest is giving more time for potential grantees to write the grant prior to it being due. The amount of data that is needed to be collected requires communication with various departments at a University, and planning well for how to use the grant time consuming. This is a grant that is of tremendous assistance to parenting students, but not always easy to apply for in the time alloted.

The renewal process was confusing. It took us several drafts to be successful. It would be helpful to give more directions during the renewal process.

Timely notification and more time to submit

too new to this grant and grants, in general, to have suggestions for improvement

Update website and better communication with Program Specialist.

We should have a webinar to meet our specialist to create a stronger bond for communication.

When we were applying, it was very unclear who to contact for assistance and information. We were passed around to several different phone numbers.

College Assistance Migrant Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Fine as is.

Under the Grant Monitoring Tab, the website indicates that if you want more information to 'Please visit the resource section periodically for new materials and information on Grant Management and Monitoring' and the link takes you to content that is not connected to grant management and monitoring. Overall, the website has a clean streamlined feel to it.

The information is there but you have to know what to look for and where to look for it.

This site is much better than the previous versions.

Once the meeting materials are presented live, it takes a long time for the meeting materials to be upload on the website.

workshop or technical assistance on how to navigate the website

N/A

A tab that has current legislative initiatives.

Fewer dead links

No suggestions.

Update information about CAMP grants. The last information in the website is from 2016 CAMP applications.

I haven't used it enough to provide sufficient guidance.

N/A

It does a great job, I think it's me trying to figure out what I need and how to look for it.

I don't have any particular suggestions at this time.

One point of improvement can be to include a drop down menu for 'topics' while also leaving the ability for people to type in their own topic of interest int he search box.

The Technical Assistance Resources (bottom right of page) section is a duplicate of the blue box above, but some of the links do not work. The Meeting Materials are not up to date; I believe the most recent ones are from 2017.

maybe some videos welcoming and a chatbot Dept Ed daily News.

A video indicating on how to use the site.

NA

an easier way to find data

Clearer navigational buttons and better search output

None

The website is helpful as is.

continue to making it more friendly, develop it from the users point of view.

Website is responsive to program needs. Continuing to maintain current data is most important.

I find it a useful source of information. I do like to see the CAMP profile data at the end of each reporting year. It would be great if we could continue to have that information available on the site.

have not visited website per se, just very specific pages, so I have no input

Just a bit more description of where to find information.

Just making sure the files we are able to download are as updated as possible. Sometimes they can be several years old but not sure if that would still be considered the most recent version.

How grant reporting process could be improved?

N/A

Review the Excel form for typos. The tab for reporting progress on specific program objectives is a bit clunky to do on an Excel spreadsheet.

More trainings for new directors

I think that things are straight forward.

Provide more Q&A and informative sessions for Directors to ask questions regarding the reporting process.

continue trainings in the Annual Directors Meetings

N/A

Earlier deadlines. Clearer definitions. Examples.

Individual program objectives' page is clunky, at best.

No improvements.

Keep the dates established. The department move up the APR due date 45 days. It created a big problem for grants that are re applying.

Provide us with more guidance regarding the evidence of promise research and how it should be incorporated into the APRs.

Uploading the yearly performance outcomes in the OME website.

Minimize required narrative that is a part of responding to objective outcomes.

It could be useful to have an infographic or other type of visual to show how data is used and share that with programs or add it to the website. More so to have a visual in addition to text.

I think we have come a long way and the APR is much more simplified than before. I'm not exactly sure how to improve it right now, but I would welcome the opportunity to set some time aside specifically for directors to discuss/brainstorm ideas.

everything is excellent.

Provide feedback on the reporting process more than just once a year.

NA

None. All info is provided on time.

I believe the current grant reporting process works well.

Reporting process includes sufficient detail to facilitate completion and transmission.

Clear reporting submission dates.

The excel sheet was a bit tricky when it came to the formating of the objectives. My program officer was readily available which made the transition easier but it could have been a nightmare if that had not happened.

Suggestions to improve technical assistance Department staff provide?

I appreciate the move from Webex to Zoom. The recent ADM was implemented smoothly. Keep the Zoom. I know that some of the OME staff is new and getting up to speed. Hopefully they can be even better prepared for technical questions related to non-regulatory guidance. A couple of times when they were asked questions that are standard parts of the guidance, they said they would have to get back with an answer (that was readily available in the guidance) or in once instance a project director gave an answer and the staff member just accepted it as true (and actually the director was not quite accurate).

Continue with the technical assistance webinars.

OME has always been quick and responsive to my requests. They also support you in decision making and reference pertinent regulations and legislation.

Continue the Mentor Initiative. Create technical assistance sessions for other areas in the program like recruitment, retention, etc. Also, share professional development opportunities for grant writing, etc.

monthly Trainings in specific areas on need.

N/A

'How to' video's.

-

CFI Group

Allow for more timely feedback on questions to OME.

The trainings are good, but it is the same material year after year. People that have more than two years in the position already knew the PP I think that material needs to be updated with new questions and activities. Training is created to build knowledge not to keep the status quo.

More of it.

They are doing an excellent job with the Coaching Initiative.

Host more open virtual hours to respond to program guidance and regulations questions from the field.

more training and guidance on evaluation

Increase the frequency of technical assistance.

NA

Bringing some of the workshops from the Annual Directors Meeting into the HEP/CAMP National Conference maybe helpful. Continuing some of those conversations at the HEP/CAMP National Conference.

Providing materials to be used in the technical assistance presentations ahead of the session would be helpful.

Primary Ed-Funded Technical Assistance Provider?

Annual Director's meeting/training

N/A

OFFICE OF MIGRANT EDUCATION

What is your job role?

Director

program coordinator

Program Director

CUSTOM QUESTIONS

CAMP - 2020 - Q63.6. What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program?

Good afternoon: I am new at my new position as CAM director, so I will not be able to leave any feedbacks for now.   Thank you!

I cant think of anything

In my position, OME is implementing a high-quality program across the board. Especially, when they include aggregated information regarding the performance from all grants in the country.

Grant writing, budget management techniques, best practices to serve and engage CAMP alumni.

Programs communicating with Directors communicating with Directors and Advisors communicating with Advisors and Recruiters communicating with Recruiters. Continue the APR webinar training's, and cost extension training's, Last year reporting s, and continue the Peer Mentor Project very beneficial for all project directors and implement these for advisors and recruiters too.

n/a

What are the plans for future reporting given COVID-19? Does the Department expect to see unmet GPRA's? What are there projections?

-

More and more scenarios and/or examples of evidence-based research.

Information about free online resources that CAMP programs could use and trainings in how to use the resources

Successfully implementing programs and managing stress of staff during the COVID era.

Continue to provide CAMP Best Practices.

None at this time.

How we fit in the big picture of Dept of Education. Leaders from other dept of Education.

More examples of best practices for projects implementing great programs.

Extended definition of and explanation of what 'Follow up Services' entail and what is allowable.

More evidence based training, how to disseminate program data

None for now

Current student/family struggles dealing with the COVID Pandemic and how this impacts students' academic achievement.

Diversity in hearing from programs at universities, community colleges, and non-traditionally set up programs.

Response to COVID student needs; Challenges operating in a remote environment

COVID has had an impact on our programs - that have caused us to have to adjust to the circumstances.

CAMP - 2020 - Q63.7. What could the CAMP team do to improve the content of technical assistance?

Provide more opportunities to share best practices.

I can't think of anything

NA

Create more breakout rooms for discussion and case scenarios related to budget, retention, etc. to practice and share knowledge.

maybe 'check-ins' one on one with each program to see what help is needed.

n/a

Provide scenarios and fun games to get us learning!

-

N/A

Update information in the web, when PP have questions change them periodically, and provide more active participation.

I know we have a fairly new team, so just continuing to learn more to better respond to our needs.

N/A

I can't think of any new content to add.

I think quarterly virtual meetings to share updates from the department or even allow programs to share best practices.

address any areas that show low results in the projects.

Provide a recording of webinars when programs present about their research components.

na

Despite of being a very small team, they do a great job.

Continue to gather feedback from projects.

Zoom Meetings

CAMP - 2020 - Q63.8. What could the CAMP team do to improve the structure or format of technical assistance?

I can't think of anything. They have done with with the virtual meetings this year given the circumstances.

Continue with the technical assistance webinars

I am familiar with the structure and format of the technical assistance that they offer. My opinion is that it is great, but that is also because I know a good deal about conforming our grant performance to the expectations that OME outlines.

N/A

maybe visual links

n/a

Short video's.

-

Continue with content, just provide more of it.

I already shared my ideas

The ADM was better structured than the NDO.

Excellent job with the webinars.

More on-on-one sessions with project leadership.

Given the current situation, I think the video conferencing we've used thus far has worked quite well.

use breakout rooms, use easier to use software, use some videos form families we serve.

Provide the technical assistance quarterly.

na

Better align presentation topics with CAMP objectives or within the scope of CAMP

None for now

Structure and format is fine.

CAMP - 2020 - Q63.9. Please share any comments on how the CAMP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs.

I believe we receive good support from the CAMP team.   Did you mean to ask about ideas that the CAMP team may use to better support our work and not HEP?

N/A Not a HEP program

Continue to work quickly and efficiently with projects for reporting and submitting APRs.

Continue to foster relationships and answer questions promptly.

Maybe a friendly 'hello' and asking us how we are from time to time.

n/a

Yearly benchmarks to reach that can be shared bi yearly or tri yearly.

-

Already suggested in previous comments.

N/A

More timely responses.

None at this time.

Overall I am satisfied with services, the only wish I have sometimes is to reduce the waiting time between asking for guidance and receiving that guidance.

Overall, I think the HEP CAMP team has done a great job supporting us as best as they can.

updated information on COVID. how it will impact services, grants, results.

Provide more support and implementation ideas now that we are dealing with COVID-19.

na

Continue to provide timely responses to questions Provide budgeting templates and resources to help programs

Definitely use Zoom from now on.

More updates on what is going on on a national level

CAMP - 2020 - Q63.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMPteam should consider as a model?

CAMP team is doing a good job.

I am not familiar with any other federal program TA.

I believe that the technical assistance currently provided works for me.

In truth, CAMP is the model that should be followed for federal programs in terms of funding levels, performance indicators and continued support by the OME staff. An area of future concern/opportunity is to expand services and funding levels in a reasonable way to provide services to second year (sophomore) students.

N/A

n/a

n/a

N/A

No

NO

No

No.

None

None

None that I can think of at this time.

None that I can think of at this time.

None, but in my experience, GEAR UP and TRiO may have models we can look into.

none.

Not that I am aware at the moment.

Trio programs provide information on a program's prior experience point upon submission and acceptance of the APR

Comprehensive Literacy State Development

CORE QUESTIONS

Please describe how the Department could improve its website.

Some of the documents on the site need to be updated. Stakeholders have had a hard time finding information that they need and have reached out to me for guidance. The KMS that the contractors developed is an excellent resource for state offices, but is not designed for the subgrantees or the general public.

Unless you know specifically that grants are in Well-Rounded Programs, it is difficult to find information. Additionally, grant recipients and proposals are not updated in a timely manner.

Continue to give notice of the changes and what entities are required to view and use.

A site map would be extremely helpful.

no improvement needed

CFI Group

Terminology and keywords for searching. Sometimes the information is there but hidden under terms that are not well known.

As is, it is comprehensive and diverse resources available for guidance and support.

How grant reporting process could be improved?

The budget side of reporting is often confusing. How States budget is different from what ED requires. Usually I have to work directly with my state officer to ensure it's done correctly. She provides excellent service and works tirelessly to make sure it's completed correctly.

I don't recall seeing reports of the data over the years of the grant.

Require more time to complete report instead of previously allowable timeline.

The progress monitoring goals are challenging and I feel not as meaningful as a narrative of goals explaining action taken toward those goals. The # or % requirement distills the work that is actually occurring. I think a narrative report alone would be sufficient.

Clear guidelines on what is needed well in advance of deadlines.

We report to the Striving Readers KMS system, which works well. Our information is uploaded to the G5 system. I only navigate the G5 system when accessing grant documents and the updated GANs.

NA Synergy has been extremely helpful and the system easy to use.

continued conversation and maybe something similar to Community of Practice (CoP) embedded with similar demographics.

This year, reporting state data may be a bit tricky because of COVID19, emergency legislative changes in our state. Nothing that you can do, really, just thinking forward and hoping you will be flexible.

Clear directions should be provided under questions marks on the screens in the KMS

Suggestions to improve technical assistance Department staff provide?

The program staff do an excellent job supporting state directors. Most of the TA is provided by the contractor who also offers assistance when asked.

I have no comments.

Regular touch base calls to make sure we are on track.

I don't interact with department staff for technical assistance. I don't recall assistance ever being offered.

Our needs have been met very well through: Monthly TA calls Peer to Peer opportunities for learning Regular convenings

Continued interactive sharing across grantee (strategies, data collection, communication, resources and most importantly role alike

It seems like the TA providers are limited in the amount of assistance they can provide. When we ask for help with resource development, our TA provider is great about connecting us with other states and reviewing what we create, but really not engaged in helping us create resources.

Primary Ed-Funded Technical Assistance Provider?

Synergy/AIR

Synergy and REL-SE are the primary providers for our TA and professional learning.

Regional Laboratories

AIR

SEI Services

Reegional Lab (REL) CC #18

Comprehensive Centers

REL Pacific

CUSTOM QUESTIONS

CLSD - 2020 - Q44.8. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff in preparing to implement your SRCL grant activities?

[REDACTED] has been super supportive and incredibly helpful, particularly with helping us to solve issues and challenges that inevitably surface with a grant of this magnitude.

ED staff and Synergy staff have worked very hard to understand our state's needs and assist as needed. They have also reached out if they feel our work could assist other states. The state directors have repeatedly asked for collaborative opportunities between the states and our request are always accommodated.

The TA helps us connect to other districts with similar concerns.

The USDOE staff and TA have been very supportive and understanding with how we implement the CLSD within our education system. They continue to extend invitations on webinars, resources and follow ups on where we stand with our work.

very

Very helpful and responsive

Very helpful. The resources provided through the KMS system and virtual communities of practice are beneficial. Would be helpful to have more templates available at beginning of grant period. (e.g. monitoring and budget formats, annual performance reporting formats)

Very helpful: monthly check-in calls TA plan Reach to other states for collaboration and learning

We are grateful to our outstanding Project Officer [REDACTED]. She is amazing lead to us, fully supportive and responsive.

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CLSD - 2020 - Q44.9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively?

Data management and use

Supporting rural districts, sustainable project success, working with higher ed.

We have a high percentage of ELLs population and would appreciate assistance as to how to support those students. This is the population of students' whose native language is spoken a 100% at home and are only expose to English when they go to school six hours a day.

Measuring progress / progress performance goals writing and monitoring Steering the work toward the disadvantaged subgroups Adapting program goals and approaches to distance and hybrid models of school delivery

Preparing for writing the annual reports

I can't think of a new topic, but I have learned from all of them and appreciate the time to share with other states.

Resources and Communities of Practice currently offered are effective.

Continued focus on Early Literacy, Secondary Literacy Across Disciplines and Culturally Responsive resources on our indigenous languages.

supports for subgroups of students: SWD, English learners, gifted   adolescent literacy supports for building strong systems

Demonstration Grants for Indian Children/Special Projects for Indian Children

CORE QUESTIONS

Please describe how the Department could improve its website.

Have ready access to all government forms required in a grant application. Be able to download a full grant application easier. Know that the School District Superintendent is the grant AOR, not the Business Manager (as in the 2020 grant announcement). This caused a delay in downloading the grant application during the summer). Know the school system instructional timeline and outside educational providers must meet the same employee requirements as a teacher (background check, UA, ED Experience, references, etc.).

Please keep the website updated. Some links have not been updated in quite some time.

Continue to update the site and add resources to that site not other sites.

It is effective as is. One has to be knowledgeable about where to look. The FAQ tutorial and links to answers is a nice addition.

I have not used the website much at all in the last year

The website is fine.

None at this time.

I can't get it to load...maybe my connectivity...but none the less, it won't load.

It's really hard to find the Office of Indian Education from the main Department of Ed site. You have to really dig to find it. It would be good if there is an icon right of the home page. Once you get to Office of Indian Education page though, it is well organized by the various programs.

Nothing that jumps out at this time.

NA

No suggestions at this time

This site has been terrible for so long. I cannot find information on the grants we actually have or people that we work with at the federal level. i had to back into finding the list of awardees for grants that I have. and I still have no idea how I got to the correct page to find that box that has the list per program. I think that you really need to split between federal scholarships and grants, etc. completely different websites...

Honestly like all webistes it just takes a few times to be able to naviagate and truly find what you need - where it is and under what - I think it is more that you don't need it often enough to really know it well so you spend time searching for what you need...

Recently, much improvement has been made. Ensure updates are maintained.

The website is fairly new, and we have now utilized it for much at this point.

No recommendations

I have never used the website.

there are still links and information when you do an internet search the links back to the older website rather than the new one.

I was not aware of the OESE.ED.gov website as a resource. I reached out to [REDACTED] at the Millennium Group (Technical Assistance), occasionally in lieu of PO.

Ensure information remains current at all times. Offer real time data and staff contacts.

I wasn't aware of this website until now. It does seem pretty well organized. We really had a hard time finding information on the Indian Education Demonstration Grant program for this year. We will be looking forward to seeing the projects that are awarded and how they managed the big changes to the program.

The communication between the Department and school districts could be improved.

excellent job -no other comments-

Once one website is mastered then it changes. By putting info online, and make readily available, make it easy to find and understandable.   This would make my job easier and improve Departments website.

It would be wonderful and very helpful to be able to upload the APR's instead of entering them in manually. As grant managers, we have so much on our plates already. Being able to upload our grant report and have it auto fill or upload as a PDF would be more efficient.

More tabs to be more specific about what I am looking for instead of lumping everything together. Preference settings so that I can get updates quicker and on the things I need to know the most.

It is not that it needs improvement, I just have not used it. It might be helpful to share the link and let people know what resources are there so that people will use it more.

addition of updated FAQs; current lists of grantees; addition of comment box; addition of grantee map; press releases, other information about new/ongoing competitions; grant specialist contact information and pictures;

Include additional resources, including vendors and services, that may benefit grantees and not just upload webinar recordings.

The website is pretty involved. Fewer links and levels would be helpful.

Include pictures of programs all across the country to reflect the diversity of the population served.

How grant reporting process could be improved?

My LEA pro-rates salaries and fringe benefits over 12 months; groups grant line items Contractual, Equipment, and Other into line item Purchase Services; and the APR is required (usually April 30) or four (4) months before the end of the fiscal year. It is very difficult to determine carryover.

Clarify the purpose of grant reporting from OIES. In addition to reporting being a grant requirement, it would be good to have an understanding of the end use of the reports. This would also give more context for report preparation.

We need a new report site. We should not have to enter the same information (the goals and objectives) for each report. We should only add the updated information. The system shuts down to quickly and you must re-enter all of the information if you didn't save. We should have a more user friendly format to view and work.

Continue with monthly guidance sessions.

The reporting website is not intuitive and very confusing to use, even in year 4. I am fully aware of the data requirements that are needed from me, however, I am not sure what the data is used for. I have also never really gotten feedback on what I have done right or wrong, all I have received is whether or not we have been granted continuation funding or not.

The online reporting times out and information typed into forms is lost often.

Just more in-depth explanation of the aggregate reporting of percent, targets, ratio, etc. for each year and then, the year end date gets confusing based on the date due. But, I understand why the department needs to report to Congress.

G5 is sometimes glitchy. Other than that, it is fairly straight-forward.

It would easier to submit the report after the end of the fiscal year, say October 31, so that a full fiscal year of data can be captured. Currently, in Year 1 anyway, the reports are due around May or June which requires projecting results which is always a challenge to do.

G5 is not user friendly, cumbersome to navigate and difficult for a new person to learn when staff leave because it allows limited access for data entry.

The directions provided by US Dept of ED for grant reporting don't align with what's possible, technically, within the G5 reporting system.

Submitting the report online is cumbersome and the online reporting site always seems to have glitches.

Redo G5 or create a new site. It is extremely hard to navigate etc...and I do not trust uploading my reports. I send them to my grant officer via email.

As has been stated for years, asking for reports on this years data in May is not realistic. This year with Covid-19 we had little communications or trainings on APRs due as we have had in the past. Often educational impacts cannot be seen for years - decrease drop out rates, post-secondary applications for students, etc. So the real impacts may not be recorded or seen during the lifetime of the grant. Also I believe that There are other indicators that are not based on grades that have more value than a test. Include those

All grants must have evidence to illustrate the effectivenss of the grant and most have a bundle of requirements attached but for my district we would go to great lengths to get you whatever you need as we know these are monies that without them our children would not have these awesome opportunities- we are willing to evidence whatever you need to illustrate how we have appropriately utilized the funds according to the narrative - we are fine with the reporting- its a lot but well worth it!

Use of standardized measures that are made clear from the beginning of grant. Reporting should that reflect the appropriate timeframe.   Support with comprehensive training.

It is important to provide the information you require, and the process is in place. It is difficult to provide Annual Performance information in the Spring when the data is not available until later in the year.

I only receive an email that the report was submitted. I never get any feedback on the report so I can only assume that I am doing it correctly. I am assuming I would get feedback if the report was done incorrectly?

Make clear reporting requirements.

Follow up with programs on reports submitted and discuss results or what OIE interprets from the submitted report.

Until there is an major overhaul of the G5 system not sure what can be improved. The system times out way too often while working in the system.   The major issue is when the way they are asking you to report on data especially in GEPA doesn't match what the G5 system will allow you to submit. I have run across that several times when the reporting webinar is asking you to leave items blank, but the G5 system will not let you save if you leave anything blank. So that can be confusing.

The report submission portal in G5 is antiquated and very slow. I dread report submission more than anything else related to managing our grant. This G5 report submission needs updating.

The G5 application is not user friendly and often crashes, including on days when reports are due. Grant reporting requirements were changed consistently during the grant period and often information was not communicated in a timely manner to inform program changes. We received no feedback from any official reports submitted which did not help the program evaluate its progress or overall perceived success.

The APR timelines/due dates do not necessarily work well with the calendar and usually ended up measuring partial completion of goals.

I think that the grant reporting process it for the most part high quality, however my perception is that the caseloads per Program Officer seems high enough that the 2 months prior to the due date is so hectic that responses/clarifications become difficult to come by. I would also appreciate follow ups after my report has been reviewed to ensure that I can implement improvements for the next year based on Program Officer feedback. Even if it's brief - a few paragraphs up to 1 page - would be beneficial.

The G5 site is problematic and clunky. It has been troublesome on all sides.

Now that I know how to report electronically I see no need to improve.

provide more examples of superior reporting documentation; feedback on what was reported; feedback on how grant data is being used; comprehensive data on programs; what does the project tell OIE? and how can they communicate this to grantees to support each cohort?, what are they reporting out to their superiors on these APRs?; Add in a component of indigenous successes that aren't necessarily GPRA measures, i.e.- How tribes are positively impacting the community itself, not just the measures within the grants; Addition of open-ended response, to also allow the grantees to document successes and influence, not just according to our pre-determined measures, but the broader picture of how we were successful; follow up meetings to the APR to discuss trends, questions, etc;

I definitely appreciate that we are only required to report 1x/year instead of 2x/year. It is very difficult to report data in April/May when we do not have final data. It would be much easier to report data in June/July after the conclusion of the school year and we have accurate and completed data.

The online APR formatting is cumbersome and not user friedly. It is limiting as well.

Use a fillable online form to input information into. There have been times when G5 didn't seem compatible with the forms that you had to complete, such as there being a limit to the amount of

characters you could write into the various sections of the report.   Also there were times there was not a standard form or template provided for the financial information report, and grantees used what they felt was a good format.

I'd prefer one on one technical assistance from Synergy Technical Assistance providers.

Suggestions to improve technical assistance Department staff provide?

Explain GPRA fully. Small, rural school districts do not have professional grant writers. Give examples on how to write a good goal, objective, and Performance and GPRA requirements. Keep it simple! Remember instructional time and distance. Small rural school districts have very little, if any, outside educational providers!

I would appreciate more varied training approaches. One to one correspondence, perhaps regional meetings, or meetings with grantees with similar projects.

Continue to help with reporting issues, budget issues, carry over funds and revisions measurements of objectives. We training days just for those items. We have had time with this but more training time for question and answer time.

More opportunities for other program staff to engage in professional development.

I believe that the technical assistance has been good, constantly providing a flow of information that can/ or not be used by grantees

It is fine.

Better clarification of the CFR maybe.

Referencing the four prior questions, it would be great to have program staff support in these areas and we did not realize that these were areas in which we could get support. That said, probably communicating the many aspects in which DOE staff can provide assistance would be important.

na

Sharing by leaders of PROVEN best practices, resources and project management strategies vs. 'what we've been doing lately' recaps on webinars.

We have received responses any time we have inquired- we have received quality responses - if i could say anything I would say sometimes because people are out of the office we may receive help the next day or so but otherwise when we do get a response they are professional and very helpful!

Most TA is done through third party. Having program officers designate TA   on monthly basis to small cohorts.

Schedule a meeting with individual grantees, the project director, to discuss project award in depth within the first 2-3 months after the award

I haven't used the technical assistance so I don't know how it could be improved.

More training.

[REDACTED] at the Millennium Group and the TA Community Practice website was very responsive. Unfortunately, OIE and DOE did not authorize updates and status in timely intervals to allow the Millennium Group to provide timely responses.

Ensure that all staff offering assistance are generally knowledgeable regarding all projects. Ensure that staff are educated regarding standard practices and environments for each of the grantees (i.e. how is education implemented in Oklahoma versus Navajo Nation).

Staff training for Ed goals and COVID was troublesome

I came in to this program/project about the time that Covid hit, so I am really not up to speed. The staff have been helpful and responsive to us.

Responding in a timely manner.

Staff is always willing to answer questions, but we have not really asked about more specific technical assistance, it may be helpful if they provide opportunities for learning on tools, or other relevant topics.

opportunities to work with like grantees; face-to-face regional meetings to provide settings for building relationships, conversations, and connections within grantees; opportunities for focused discussions regarding specifics to grant needs, budgeting, apr, allowable costs, family engagement, cultural integration ideas, indigenous data collection and evaluation

Sometimes the technical assistance is too much. Too many emails and documents to read. Over kill with the 'stuff.' We need to determine what is really important and then limit.

From the earlier stage of the demo grant awards, there wasn't as much tech assistance provided until about 3 years into the process, from what I remember. There was also a new PO assigned to our project almost yearly and sometimes a change would take place mid year,so the consistency of support was not as good. Currently the PO we have has stayed with us for about 3 years now for at least one of the grants.

small group coaching calls, sharing of data of grantees

Primary Ed-Funded Technical Assistance Provider?

Communities of Practice

I can't recall the name right now.

21st Century

21st Century Community Learning Centers

Mainly, I requested updates on upcoming Director's meeting, APR training opportunities, and gaining access to the Community of Practices site.

NYCP Step online.

In the last 12 months I attended the directors conference in Denver as well as several of the talking stick sessions.

Youth for Youth

CDI group

- Regional Laboratories - Comprehensive Centers - Equity Assistance Centers - Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

Regional Laboratory

Youth for Youth

What is your job role?

Development DIrector

Tribal Education Director

Tribal Education Director

Administrator

Director of Education & Grant Coord.

Developing Hispanic Serving Institutions

CORE QUESTIONS

Please describe how the Department could improve its website.

Grants take a lot of time to write. Upcoming deadlines that are within a year's time should be available to help with the timeline.

Can't think of anything

It's a government website, but it feels cold. Also, the format isn't necessarily intuitive for where to go to find documents. The labeling should be easier.

I don't use the site often, and when I do, it's mainly the HSI Division's site. The site doesn't seem to be updated very often, and it's hard to find specific information, such as staff members' roles. The information provided is very general, and when searching for something specific, I sometimes find myself going in circles and ending up back on the page from which I started.

Provide links to past webinars within a week or so of the webinar taking place. Sometimes we can't attend live webinars and I've had a hard time finding recordings.

Website is great, I often find that the terminology (govt. acronyms) trip me up in finding what I need. More explanation and links for understanding acronyms and terminology would be helpful for first time users.

Timely updates

The site is adequate.

It is difficult to find specific information related to my grant; especially as someone who took over after the first year when a colleague retired. The log-in process is also confusing.

I am not sure. There is so much important information that may come from different departments/sources and information searches - I imagine - are highly contextual to the question. When I have had a question that could not be answered by the website search, the ED staff have been very responsive to my emails.

I have no feedback at this time.

It would help if it were more interactive.

The website is excellent.

I am not sure if the site needs improved so much as my techniques for searching need to improve. I have been frustrated trying to search for new opportunities when I do not have the specific opportunity number but I know the funding was released. It is also difficult to figure out how to find the instructions.

The department should consider the employment of plain language throughout the entire website.

Break down helpful resources for program managers by year (1-5 years) of HSI grant.

I have noticed that in the past 5 years, the Department of Education has made great improvements to the areas I look to for information. I do not have any suggestions at this time.

Expand on the FAQs and make them more visible.

Posting current announcements on it's main grant page. For example, when the new APR due date. What new reporting measures could be acceptable given the pandemic and things moving virtually. Overall, I do always find an answer to my questions. Thank you!

It needs an update/re-design. It's not user-friendly and the layout is very cluttered. That's true for most .gov websites, though; it's not specific to ed.gov.

N/A

No comments at this time

I found myself sometimes being sent back to the starting point while searching things.

Update the information on the site more regularly. I have not been able to find current information, especially about grant funding and reapplication for a current award.

Consistency in how linked documents are presented. Some links lead to documents in formats (i.e., Excel, Word) that must be downloaded to view. It would be more user friendly if the link populated the document on a webpage that we can previewed. The user can then choose to download after the preview.

No recommendations at this time.

User Friendly, ability to easily find what we need. There is so much information that it is difficult to navigate/find what i need. For example when looking for HSI Title V information I only want to be looking through/navigating that information and not through all department of ed grant information

The website seems very cumbersome to operate in comparison with other websites. It can be confusing to find what you need.

The website is mostly great, but it can be somewhat daunting and requires a lot of clicking at times to get to the pertinent information.

The Department could provide an easier way to track the updates to the grant applications, as well as easier means to identify resources.

I don't see that there is any need for improvement. I can easily find what I need on the website.

The website contains really good information. However, it's difficult to find items if/when the user does not have specific names for the search. A more robust search engine will help. Once the content is found, sometimes it's the information you obtain is too much information or extreme content, making it challenging to assimilate the material.

When new grant applications are in have information on where the applications are in the process such as in the beginning how many applications have been accepted, date given to readers and other milestones and finally the date the award notices are going out.

The information needs to be more directed and maybe have specific section for project directors that would include relevant information. Also, some attention should be given to regional resources.

The most useful information for a new DOEd grant project director, was taking Modules re: 'Managing Grant Risk.' Took a bit of doing to discover them, and then which Modules were really only useful to the lead Grant Compliance officers for the college district. So much changed in federal grant management, over the period 2010-2018 (not a grant manager: 2017-19... and needed to determine the developments in EDGAR, etc. subsequent to those years). I also found it difficult to determine the legislative status of Title Grants... had to look in the official 'Congressional Record', etc. for synopsis.

I would appreciate a description page of all the drop down tabs that we will be using.

It is fine as it is now.

It's overwhelming to look at; endless amount of links. I suggest centralizing info and cleaning it up.

Please provide more subtitles and descriptions of specific hyperlinks, especially under 'Resources.' Please provide a guide on how to best navigate and search the eCFR.

I think it is good as is.

Information on the website seems to be very outdated, updated information, especially about recent calls, awards, and expected calls would be much appreciated.

Having a specific portion of the website that is geared towards Project Directors would be helpful as most of the information that we find is very general. In addition, it would be helpful if many of the regulations, etc would be translated into more common language. Currently there is a lot of convoluted language and several sections which can be interpreted to contradict one another.

Make it easier to access materials specific to questions regarding grant management, budget etc. The information is there but when you search there is so much that it takes a lot of time to find specific information.

Include certificates of completion when do online training.

I think the web have the necessary that I need.

It may just be me, but I think there is too much general information on the website, it takes awhile to find anything. This is in part because I don't visit the website that often, so each time I have to learn to naviage it almost from the beginning.

Updated information on reporting and uniform guidance

Provide an Intranet feature for Project Director to have access contact information of other DHSI project directors contact information, so we may collaborate with each other.

Some of the information is so wordy that it is difficult to follow. While I recognize this is necessary, it might be helpful to have a fact sheet or FAQs that would answer some of the more typically asked questions.

Integrated a friendly navigation logistic.

G-5 should be like on a main tab on the main page, as soon as one logs in.

No specific feedback or ideas at this time.

Some of the website seems outdated and could use updating, there have even been instances of broken links leading to nothing.

The portal where submit the report looks great.

The website is very good

The website is very simple, which is great as it is not overwhelming with various colors, fonts, and photos in comparison to other websites. The simplicity makes it easier to navigate and I like how the various services are divided by tab.

How grant reporting process could be improved?

Workshops and webinars are a wonderful tool to help inform and educate especially when people are new in their position.

Can't think of anything

Grant reporting isn't bad necessarily, sometimes it feels repetitive. More feedback would be appreciated.

Stick to a predictable schedule. We never know when the reports will actually be due.

It would be nice to get feed back from the department on our reporting or a summary of how the results are used by the department.

It would be better if information regarding when grant reporting was made readily available. It is difficult to anticipate when the reporting system will be open and when reports will be due.   Having standard months that are adhered to as the month that reports are due would be helpful in planning.   As it is, Project Directors are looking over their shoulders on when the announcement will be made for reports due. Further having a standard format is important.   Project directors anticipate what will be on the report from the previous report and data is collected accordingly for the entire year that aligns to the objectives of the project. Changes to the requests, require planning on the part of the PD.

Instructions are somewhat vague and subjective.

The reporting process is adequate.

Clearer communication about the process. Most people need information in a variety of modes and modalities. A letter, a video, information about how/why to log into the site, clear instructions about what the requirements are, reminders, confirmation of receipt.

I am good with the reporting process. I would say the proposal/application could be improved by having all information specific to a topic (e.g., formatting) in one section with a clear sub-heading. I found that instructions for specific topics were located in different places throughout the RFA instructions.

no feedback at this time

With the grant that just ended, sometimes the Year 5 measures were not consistent with the measures for Years 1 -4 and new measures were introduced. That is the fault of the grant writer(s) not the DOE.

The reporting platform sometimes has unexpected problems.

The grant reporting process could be improved by aligning it with the grant proposal process. Clarify what is meant by grant objectives versus activity objectives and what is reported where. It took me a long time to figure out that the way the budget was aligned triggered the prompts for data. I wondered why every year I had different prompts. Then I figured out it was because I was using my college's way of describing a budget, not how the budget aligned with the grant activities. From then on I was able to allocate the funding to three LAAs each year, triggering the questions for which I collected data.

The grant reporting process could be more individualized, so that our institution could more readily contextualize our circumstances and achievements.

Reporting process is good.

It would be helpful to have a word doc or PDF doc that is a 'mock' or template to go by, this way programs can prepare our data points for submission in advance, then copy and paste into the website for submission. In the end, I suggest a template/outline of the APR to be provided 30-60 days in advance of the reporting period so program can work on the data points in advance and time to not rush responses.

Remove some of the items that do not pertain to our grant objectives and allow more opportunities for free response, rather than predetermined boxes that must be completed a certain way. We also need more trainings on exactly how to complete the APR every year and less frequent updates to the system while we are in the process of completing/submitting reports.

N/A we are in our first year and have not submitted an APR. But the interim report was fairly easy to complete with the instructions that were given. Thank you for your guidance throughout. Our Program Contact would answer our email questions in a timely manner.

More (and faster) feedback on reports, if possible.

N/A

No comments at this time

I would suggest a powerpoint that goes over each section with explanations. The first year I completed this, I did not know that it would not save my information after being on for a specific amount of time. I don't know if that is still an issue...as I now save after every time I complete any work on it...about every 5 minutes.

How do you use the data that is reported? The answer to that question is unknown to me as PI on a DHSI grant.

No suggestions. The HEP IS website is user friendly and intuitive.

It seems that every year we do not know when the grant reporting process is going to actually happen and there are always some sort of issues with the online process. It is a great Idea to use this online process it just needs to get the bugs worked out.

There have been a lot of improvements since the start of my grant on the reporting process.

There are data items that are requested on the APR that are hard to locate because they aren't updated enough to meet the requirements of the APR.

Honestly, improve the requirements for reporting in the application. Then the other lines of reporting should follow in the APR.

None needed.

The new reporting platform for APR reporting purposes is easy to use. I am happy with the way it works now.

Provide a better understanding why the questions are being asked and look at the questions from the grantees perspective.

There should be available communication like a list serve or other place to ask questions and get clarification. The approval process is sort of complicated too.

I assumed the role of Grant Project Director 6 mos. into the contract. Have only completed one I.P.R. COVID lock-down [working-from-home] means there is no way to ascertain what would be 'S.O.P.'

I would have liked to have had a template for the information that I was required to upload into the database.

The new website had some bugs this last year. A couple of pages on the site did not work until close to the submission deadline causing us stress about when it would be available. I emailed the technical team with questions a few times and never once received a reply. It is also worth noting that the output file we download after submitting is not formatted well, and many pages/areas are cut off. For example, the budget page is very messy and nearly impossible to read.

We would like to continue with the current grant reporting process.

First, make the grant fiscal year align with IHE fiscal years. More clearly define budget line item definitions; institutional definitions and DOE definitions for APR don't align. Allow more characters to provide accurate update on progress of projects since the targets/indicators don't align. Provide more templates so we can prepare in advance; especially for the budget. Provide more guidance on grant close out.

Please provide a thorough webinar training on best practices to collect and obtain data necessary to fulfill APR requirements, especially for new Project Directors. Although the online platform for reporting is optimal, please provide more information, context, or tips for sections 3b Focus Area Outputs (each question), and 3d Objectives and Performance Measures (measures tables).

Ease the requirements of the reporting to make it more practical for the grantees. As it stands, parsing out expenditures by legislative allowables does not align with program goals or outcomes. Also, reporting metrics should be consistent from year to year to measure progress and not necessarily based on expenditures.

The DHSI team, led by [REDACTED], has been extremely helpful with the guidance that they proivde to complete the report. [REDACTED] makes the reporting process easy to follow. I honetsly cannot think of anything that can be done to imporve the process.

Sometimes the APR have some questions very difficult to complete, for example the Institutional Management questions.

This was my first APR and I wasn't exactly sure what to expect. I reached out to another community college and they shared a report so I could have a visual idea. Once the APR was available, I immediately went through it and noted the information I needed and started pulling information togehter. What I didn't expect, once I returned to the form and started entering information it opened other fields of information I needed to collect-talk about a panic attack. I now know what to expect for the following year.

The submission website was a little cumbersome to navigate, for example accessing each program objective/reporting area was challenging once 20+ were entered and I had to navigate to find it again as I was working on it.

Provide detailed feedback for each section. We do a lot to submit this report and get little to no feedback by section or scoring to know if we are on track or need to improve.

The format is very difficult to submit information in. Having multiple pages to sift through and make sure were completed. I preferred the format of the interim performance report and it aligned better with the format, benchmarks and data we used in writing our grant.

Include three year graduation rate on the APR data collection for community colleges.

I'm not sure how DOE can improve on this as it is one set of questions for all programs, but the information hardly seems relevant to a lot of our programming aspects. Some of the measures collected feel arbitrary, but I suppose for certain programs they are relevant.

Make it more user friendly.

The grant report itself is fine, but the online system for entering the report is a bit frustrating. The various layers take away the user-friendliness.

Have a yearly meeting to review the grant report sections.

Is good for me.

I could have used some targeted training opportunities in the months prior to the report deadline.   I had a challenging time understanding how the data requested was specific to my grant. I had numerous exchanges with my program officer to clarify, but I felt this could have been illuminated more specifically in the directions for proposal, and the initial report.

LAA section is confusing

The reporting system does not show all of the answers that are entered in the expanding boxes. There needs to be improved formatting. The budget columns do not line up with totals at the bottom and can cut off numbers.

I tried to copy the questions into a Word document so that I could work in Word and then copy and paste into the final document. However, when I began to cut and paste, I found that there were additional questions that appeared when you answered the initial questions. I had to answer those at the last minute before I submitted the document. It would be nice to have all of the questions up front.

A workshop on how to complete your the annual report

Clearer guidance regarding the language in the APR. More timely access to all questions so we have adequate time to prepare our reports.

Everything it fine.

Face to Face/ virtual training about reporting before the reporting process

More detailed instructions or examples would be helpful.

The budget form for the annual report has been inaccessible for several years. It is visible, but it is not 'fillable.'

Suggestions to improve technical assistance Department staff provide?

Can't think of anything

The support I receive from my ED staff is very helpful. I'm thankful to have [REDACTED] as my contact.

Give notice of upcoming training and other opportunities well in advance.

List serv and peer to peer contacts could be helpful for Project Director looking for additional solutions and ideas to improve outcomes.

Have a TA session on the APR for new grantees and those on a no cost extension.

The staff is extremely helpful.

I may, not be in a the best position to respond because I was not involved in creating the narrative and came in at the end of year one. Personally, I have not received any assistance, nor do I know what is available to me.

No suggestion.

Have more in person and virtual opportunities to receive technical assistance and connect with other grantees

Everyone has always been immediately responsive and helpful. No change is necessary.

The communication, collaboration, availability and access to technical staff is excellent.

The Department staff have always been readily accessible to us.

Never used technical assistance

the webinar's to review the technical assistance topics and items were helpful.

The sharing of resources seems to vary from one award to another. Another Project Director colleague at my university received some invitations to trainings that I never received, even though I was intended as one of the audiences for the trainings. I'm not sure how the sharing of information is handled, but maybe there could be one listserv for all awardees.

Besides the instruction emails, we have not received much technical assistance.

N/A

No comments at this time

I attended a training session at the Dept. of Education that was very helpful for me. Would like to see that continue. I realize nothing has been normal since Covid....

No response.

No suggestions.

An annual meeting of some kind might be a good way to cross-fertilize good ideas that are effective upon implementation.

I think that the staff does a great job of providing guidance and has offered workshops throughout the year. I think they should develop a series of workshops that all programs can benefit from starting from a brand new program to experience programs. All workshops should be recorded and put on a website for people to access. There should also be a best practices /question and answer blog where every question/answer is saved. People could then look through it to see if there question has been answered. There should also be a place/dropbox where deferent programs can share resources with everyone. This can include videos, workshops, flyers etc.

None come to mind

My program officer, [REDACTED], is fantastic. There is never a time that I have left a communication with him feeling bewildered about what was just said.

Due to COVID-19, more online webinars would be useful.

The assistance provided by the Department of Education has improved tremendously.   I am impressed on the customer service level.   Remind you thou, a few years ago (4-5 yrs.), the experience with the ED was extremely poor. Just the fact, that someone gets back to you in less than 24 hours, most of the time even sooner. That is a bug plus.

I think it would be very nice if they checked in programs periodically on how they are doing by phone.

There needs to be regional resources and availability of relevant information. Also it would be helpful if maybe they had live chat or office hours.

An Annual 'Training' was not possible in 2020 [COVID-19 lock down; District Travel 'Out-of-State' N/A]. A national Title Grant Conference Call, was held in June, 2020 (I assume as the alternative available to us, given the COVID situation higher education was facing). Our District continues in lock-down [FY21]. The online Modules related to 'Managing Grant Risk' proved invaluable; I also searched for Slide PDFs and

FAQs, from the previous presentations. Grant staff were not hired by grant launch. 10 years of previous grant management experience in higher education; 1 year of federal [HUD-OUP].

It would be extremely helpful to participate in more webinars for Title V HSI grantees that are sponsored by the Department.

No, it is even fine now.

Please be specific and consistent when speaking about what's allowable and not allowable.

Please provide regular webinar trainings that are made available online and/or small cluster webinars that are specific to each grant. The few meetings that are available, sometimes provide information or details that are not specific to my grant. Having small cluster meetings that are specific to each grant would be less confusing and more helpful.

These things would be helpful: 1) A toolkit 2) An implementation training via webinar for new grantees and their Project Directors

Offer technical assistance more consistently and frequently.

I deal mainly with [REDACTED] and [REDACTED]. [REDACTED] is extremely knowledgeable and helpful. Not only does she know the programs well and offer excellent technical assistance, she connects us with each other to exchange ideas and best practices. [REDACTED] is extremely helpful too. My needs are always met when I reach out to both and I cannot think of any way to improve the technical assistance.

We had a technical assistance training in March 2020-most valuable half-day experience. I learned more in those few hours than I did 6 months on the job. That is the only assistance I've been aware of besides my very helpful program officer. I rated don't know on the options because I didn't we had all of the options available- webinars, peer to peer sharing options, handouts, etc... I would be grateful for any options on the previous page but I wasn't aware of anything besides the technical training in March.

More relevant trainings. Training on the new APR system with Q&A.

N/A

I have only seen one or two webinars geared toward DHSI grants in the past two years and they are typically for programs that are just beginning. More frequent training with smaller groups (where we can ask for specific feedback) would be much more useful. On the occasions where we have received invitations for in-person training, they typically come VERY last minute and require travel.

Need to respond quicker. Takes a long time for Officer to respond.

It would be nice to have annual project directors' meetings, even if in an online format.

Except for a webinar, I have never seen any of those activities offered

I used the technical assistance and was very helpfully.

More webinars and more opportunities to collaborate with other grantees.

No trainings

Provide FaceTime or Zoom meetings, along with screen sharing where in sort areas.

The DHSI staff are very helpful and respond quickly to questions/concerns.

The Title V staff already are very helpful and respond to my questions in short time.

This year there was no Project Directors' meeting due to COVID-19. It would be nice to have had atleast had a virtual gathering, especially for new Project Directors. The only technical assistance I have received through the DOE is one grant award webinar, which was very helpful. More offerings would be good.

We really appreciate the in person meetings we have been able to have with our Program Officer. He is able to explain so much and we are able to hear discussions with other colleges which we can learn so much from.

What is your job role?

Grant, Program Manager

Grant Director

project director

CUSTOM QUESTIONS

HSI - 2020 - Q18.2. How can Developing Hispanic Serving Institutions improve the usefulness of the technical assistance you receive?

The response time is lacking as of lately. Not sure as to why.

Can't think of anything

Since email is the primary form of communication, it has been very useful.

Respond to requests more quickly. Also, close the feedback loop in conversations with grantees. Sometimes we provide requested information but receive no response at all.

Recognizing that many many requests for information and assistance are received, it is impressive that responses are as quick and helpful as they are. The only improvement I can imagine that would assist in the responsiveness is to add staff familiar with the region (in person not just in statistics/demographics) . I would welcome a grant monitor visit to our state to help build relationship and provide context to the requests and discussions made via email.

CFI Group

Posting questions and answers on the website.

[REDACTED] is an excellent and extremely helpful PD.

No suggestion. I do not have a picture of the 'ideal' so this question was not relevant to me. However, I was not provided with a 'not applicable' option.

Provide more opportunities that facilitate specific conversations related to Title V grants

No complaints.

The service we have received from the DSI staff has been excellent.

Perhaps DHSI website could expand the range of frequently asked questions (FAQs).

I have not used technical assistance thus far.

I am referring to tech assistance workshops on grant application and grant management. Very helpful webinars.

The level of responsiveness varies by Program Officer. Some Program Officers, like our current one, responds very quickly and concisely. Previous Program Officers would not respond for YEARS at a time. When we did receive a response after more than a year of asking and following-up, the response was not always coherent.

It functions just fine. We get the answers/assistance we need when we need it.

N/A

n/a

No comments at this time

None

No response.

No suggestions.

No recommendations at this time.

Better website

Nothing comes to mind, the service I have received has always been excellent.

I can't think of anything at this juncture; however, more program officers should be entertained.

More online webinars.

The DHSI held a couple of HSI Directors convening in 2016, 2017, and 2018. They stopped a hosting these meetings a couple of years ago. I thought those trainings were great. The quality of these trainings were really good, allow HSI Directors to network with other institutions, and more importantly, allowed us to get to meet in person, and have a face to face interaction with out grant officers.

There was some confusion this year responding to Covid so timely response in times of confusion could be improved.

I don't think there is a way to measure this, given that all my experience fell under the COVID lockdown.

Initially, responsiveness to my emails was lagging. Now, I am experiencing a definite improvement in this area.

Everything looks good.

Be specific and be consistent.

Timeliness of communication can be improved, especially with project issues and inquiry. Provide more and clear communication/letters regarding specific legislation and policy.

Respond to e-mail request and communication in a reasonable amount of time.

When offered the technical assistance is great. I would just ask for it to be offered more frequently and consistently.

As I mentioned before, I receive technical assistance mainly through [REDACTED] and [REDACTED]. [REDACTED] is extremely knowledgeable and helpful. Honestly, I could not have asked for a better person to be leading the way. She knows DHSI extremely well, responds promptly, provides excellent customer service, and conencts grantees with each other to exhange ideas and best practices. [REDACTED] knows the program very well and is also extremely helpful. I cannot think of anything that will imporve the technical assistance other than training all program officers to provide a service similar to [REDACTED].

I am appreciative of the fast and clear responses we receive.

I put in a request over a year ago to have our President updated on our GAN and it's yet to be done. I've asked my program officer multiple times about it and nothing has changed.

Can not think of any.

It often takes two to three emails to receive a response and even then the response is usually very generic and not specific. When I call, there is usually a lot of confusion and not much willingness to listen to my specific concerns or questions. I typically need to do the research myself, come up with a potential solution based on my limited understanding of the regulations

and then present that solution to DHSI. This often requires explaining the relevant CFRs and reciting portions back in order to explain.

Need to respond in a more timely manner to questions. I have to send the same email more than 4 times before it is answered.

The biggest issue we encounter is lack of response to specific questions. General communication and technical assistance is fine.

HSI - 2020 - Q18.5. What can the Developing Hispanic Serving Institutions do to improve communication with you?

It would be great to have a succession of getting information. If the direct program officer does not respond in 'x' amount of time, then the question can be asked of another officer or manager.

Can't think of anything

As most semesters begin in Fall (August), receiving the funds mid-semester often poses problems to access and ability to spend out in the first year.

Provide information in a timely manner. Almost all communication seems later than it should be.

more State or even regional visits. listserv?

Communication with POs has been excellent.

The communication from the HSI program is adequate.

Maybe the information is not coming directly to me, so it is difficult for me to respond to this. It may be directed to the grants office in my institution. I have only received two or three emails in the last 13 months that I have been involved..

No suggestion.

More routine meetings with program officer and other Doed staff

Grant notification for 2020 was greatly delayed but this is COVID crazy year. Disruptions are to be expected.

The communication throughout the project has been clear and constant.

End the pandemic, so that we might meet each other again, in person, in Washington DC.

Communication has been fine at this point.

For my existing program the communication with my prgram officer is great. For the new application that my institution submitted, there was stress and concern that resulted from not knowing the results from the 2020 grant competition.

It varies by Program Officer. Our current Program Officer is very responsive and concise, but one of our previous Program Officers was not responsive at all, and we only received a response to a question once we were moved to another Program Officer.

Communicate the new dates for APR early on would be helpful so we can prepare to have more availability during that time.

I think a .ed-wide program for new grant directors would be helpful. Some sort of mentoring program or additional guidance?

n/a

No comments at this time

Nothing

No response.

No suggestions. Satisfied.

No suggestions at this time.

Monthly newsletter. Annual convention/gathering of grant directors, program officers

Communication is fine.

[REDACTED] is fantastic.

None needed.

I think the DE is and has made the correct changes by making staff available and friendly. I strongly believe, the DE is the correct path.

A phone call two or three times a year.

Communication could be more directed and intentional.

Always replies quickly.

I believe I have very good communication with my DHSI Specialist at this point.

None.

There was little to no communication or guidance when it came to travel or anything in relation to COVID. Many of us have travel credits lingering and still no guidance. I need practical, helpful information and guidance.

Timeliness on communication can improve, especially with a project issue or inquiry. Please provide more and clear communication/letters about specific legislation and policy.

Respond to e-mails. Check in with grantee occasionally.

Communicate more frequently about delays or programmatic changes.

Communication is clear and timely.

Excellent communication with the Program Officer

I very rarely receive communication via email. I received the email for this survey but I don't receive correspondence on a regular basis but not sure if I should be receiving communication.

It would be nice to get communication a little more regularly. The newsletter from the DoE is nice, maybe something with updates similar to that? If it exists already, I may have missed it.

monthly updates

We often get communication on the day of a webinar or with short notice of an upcoming change. The APR was way late last year and it was our first year submitting an APR, so it created additional stress. There was very little communication about the delay and anticipated availability of the new APR and there was no training on how to complete it. I also experienced a technical issue in which I wasn't able to submit information and had to submit a ticket, once the ticket was resolved I realized there was more data that needed to be provided that I was unable to see prior to the fix.

HSI - 2020 - Q18.6. What is your preferred way to communicate regularly with your program specialist?

All of these options

Does not matter. Issues never resolved.

HSI - 2020 - Q18.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Announcing the competition on December 27 with a very short turnaround was enormously discouraging. I would advise the Program Office provide a solid timeframe for an estimated announcement. Please, no surprises.

Be alerted to the due date timelines in advance (at least 6 months) so that writing of the grant is assessed by members of the college to proceed with a new innovative 5-year project.

Can't think of anything

Consistency from one Program Director to another. My contact is very responsive when I reach out, but my peers' take longer and requests other things that my contact doesn't.

Create a schedule and stick to it -- both for proposal submission and award notification.

Earlier notification of awards

For title III competition, if literature supporting promising practices is required, Please encourage the use of peer reviewed research outside of the what works clearinghouse.   OR expand the articles and relevance in the clearinghouse.

Hosting multiple Q&A sessions.

I don't have any suggestion for improvement. The process is very convenient.

I don't know. I was not involved in creating the grant narrative. I took over at the end of year 1 for a retired colleague.

I mentioned previously using better organization with subheadings in the instructions.

I think grantees need more time to complete proposals with time not conflicting with the holidays and a heads up for when the announcement will occur and what the competition might entail. Many smaller institutions and institutions that have not had a title V grant need more time and resources available to be competitive. The process, in its current state, puts less experienced institutions at a severe disadvantage.

If my PO wants to send a group email, that's fine with me. I was really tied between group or individual email as my preference.

Increase the budget so that more colleges, can help students achieve student success.

It would be helpful to get some updates during the review process so we would know how close to completion the scoring was.

Make awards sooner so that they are known before the start of the academic year. August 1 is likely the most effective date.

Make clear and readily available competition requirements.

Maybe providing helpful resources for completion of grant at beginning of grant, midway of grant, and how to prepare to finish grant.

More communication - just updates from ED as the major phases of the competition where transitioning from one into the other.

More training ahead of time for completing the application forms.

n/a

N/A

N/A

No comments at this time

No response.

No suggestion.

No suggestions at this time.

Not applicable to my role.

Nothing comes to mind.

Seriously, this last round had such promise.... we would know by the first part of July.... but alas, the announcement came in September. The reviewers... .seriously, a majority of the responses on my review made no sense. WIth this said, the one line review and minus 1 point last year was terrible... this was at least an improvement.

The overall process and protocols are appropriate.

The process and protocols can be complex. Nonetheless, [REDACTED] did an amazing job this past competition for the 2020-2021 DHSI grants.

Timeliness

Tips and strategies. Examples of funded grant applicants provided upon request.

Too soon to determine, since I am only 6 months into my first Title V Grant management process...

Unfortunately, I was not one of the individuals from our institution who wrote for the Grant. Therefore, I am unable to speak to the application process. However, as the appointed Project Director for the Grant, I would appreciate more webinars addressing the implementation process of the Grant once it has been awarded.

Verification from Department of Education that materials were received and readable. One small error that could have been caught during submission process led to the grant submission being ineligible.

We continue to appreciate all e-mail solicitations associated with this grant competition.

What process exists outside of the application and APR? It's like a free for all. I think scheduled check-ins should be a part of the process, whether over the phone or via email.

While the overall process and protocols have already improved over the years, I advise to improve the new APR system with more guidelines, tools, and tips for specific sections (mentioned in previous responses), and improve frequency of helpful webinars and communication overall. I advise the Department to focus on making (front end) improvements -- training and protocol requirements for new Project Directors, information and best practices for obtaining data prior to APR, and frequent small cluster webinars.

Doctoral Dissertation Research Abroad (DDRA)

CORE QUESTIONS

Please describe how the Department could improve its website.

I wish that the detailed FHDDRA application instructions available in G5 could also be linked to the website. I also would love to see awards added to the site at the time of the last announcements. Adding covid-19 announcements/travel updates that impact competitions and awards to the website would also be useful. The coordination with the group that does the IRB reviews might also be more transparent on the website. I have worked with the site for many years, so know where to look for things and I also know how limited staff time is. So, these are wished for! The program officer is very diligent in sending out videos of applicant and director webinars via email.

It is virtually impossible to find basic information-- it looks like the site was developed 20 years ago and never updated. FAQs that actually include information vital to program administration would be great! Also, FAQs targeted to specific audiences: students vs project directors, etc.

Clearer more user-friendly layout.

More regular and timely availability of information regarding upcoming grant competitions

The navigation for the DDRA award is not entirely intuitive - it can take some digging around to find the information I'm looking for, although it is all there. Additionally, the feel of the site is a bit outdated. The availability of short URL links, or easy to remember/share URLs would also be helpful for outreach purposes.

More historical data on the awards would be useful.

No issues with website.

Presentation of material is densely organized, bit overwhelming to navigate.

Timely updates

Post up to date information on awardees.

Would love to see the materials accessible within the G5.gov system accessible OUTSIDE of G5 (on the main DDRA website)

How grant reporting process could be improved?

My comments refer to the student and director reports. Sponsored Projects submits the financials and would have to comment on that topic. 1. The Iris interface for sending a notice to the students is always a little unclear as to content, so I always email separately and use it as a reminder. 2. The addition of pre- and post- language reviews is useful, but the pre-test comes fairly soon after the submission of the application and is a different format than the original language evaluation. The student arranges for the first application based evaluation, but the project director has to initiate the pre- and post- evaluations adding in the name and contact information for the professor. I understand the reasoning, but wish the application evaluation could be the same as the pre- post- test reviews. The standard for language fluency is so high in the review process that a second pre- evaluation seems a burden to the faculty. Some students do continuing improving their language skills before departing and it might be more relevant, but for near-native speakers it seems unnecessary. 3. In the student's final report on the budget and actual expenses there is often a little confusion on the part of the student as to how to respond. What extra funds should be counted? Should personal expenses be counted? A little more explanation of what is being asked for and how it is used might be helpful. 4. The process of updating passwords is always a little time consuming, but easier than G-5! 5. It would be nice to have continued access to past grants if one changes their email. Our university emails have changed several times since I've been a project director, but after investigation was told to maintain my old email in the IRIS (and G-5) systems to retain access to previous grants and reports.

Have a website with better functionality than IRIS currently does. Push reminders from IRIS to both students and project directors when parts of a report are due. Make the requirements clear-- a lot of vital information gets buried in grant documentation; there needs to be a separate section with a summary of important info

The IRIS system feels outdated and a bit clunky - it can be very challenging to follow correct reporting procedures without constantly referring to user guides and manuals. The language in the system is also confusing, especially as it pertains to the Pre- and Post-fellowship Language Evaluation and corresponding statuses.

We had major tech issues with submitting the post-fellowship language proficiency requirement.

Fewer forms/signatures required.

Need a way for Project Director to verify language evaluation completion by the assigned language instructor. Need updated reference user guide PDF to match current online reporting screens.

Suggestions to improve technical assistance Department staff provide?

[REDACTED] and the staff are wonderful! I do wish that the student could have a little more flexibility with flight reservations and changes in the volatile airline industry. The student typically submits the GAR

information as soon as available and then wants to purchase the ticket ahead of time or may purchase one and find a better deal. We walk them through the timing, but they often are penalized on prices and end up with inadequate funding for transportation.

Workshops for Project Directors specifically covering smaller topics/aspects of the grant would be helpful - such as building a compliant budget, disbursing payment/tracking use of the funds for each fellow, preparing the human subjects/IRB narrative.

More timely communications. The application system is not intuitive and applicants are toggled back and forth between the program office and tech support.

Technical assistance has been very responsive.

Quicker response time.

Would like to see a peer to peer project director mentoring program and opportunities for project directors to exchange ideas, information, best practices, etc.

CUSTOM QUESTIONS

DDRAF - 2020 - Q29.2. How can Doctoral Dissertation Research Abroad Fellowships improve the usefulness of the technical assistance you receive?

Update the legislation wording. Schedule the competition in the fall.

Modernize the system being used.

A bit more flexibility around timing constraints for reporting and submitting requests for awarded fellows would be helpful. For example, for international travel, there are so many different moving parts and often times it is extremely challenging to complete a GAR 30 days before a fellow's departure. Additionally, responsiveness to more complex questions that require the attention of a program officer could be slightly faster.

This is likely COVID-related, but this year our experience with the DDRA application/award cycle felt disorganized. We had issues with the timeliness of responses as well as several instances of incorrect information, including an alternate being incorrectly informed she was a grantee and receiving incorrect reviewer sheets that did not match our applicants' proposals.

Sometimes the language is a bit vague and the websites are not always intuitive, and occasionally there are delays, or lack of clarity for specific questions and processes. But, in the end everything generally works out.

Very good in responding to issues.

having a youtube video showing how to put the application package together would be helpful, especially if you don't do it often or have never submitted a package before.

DDRAF - 2020 - Q29.5. What can Doctoral Dissertation Research Abroad Fellowships do to improve communication with you?

The program officer communications are helpful. Covid-19 has created uncertainty everywhere. The communications this year have been responsive to the situation. We are all in a wait and see situation. Many students working internationally are rethinking their research projects. Whatever can be done to to issue no-cost extensions is helpful and to notify us when information is available. We plan far ahead to support students applying and would appreciate earlier notice of competitions, e.g. the NSF 3-year notices with deadlines are a great model.

A lot of communication happens by email, with lots of different attachments. Centralizing the information (on IRIS or another website) where I can access everything I need, would be wonderful.

Award decision notifications are often made after our students have started the academic year and/or have had to begin their research so in some cases, they have had to travel to the host country before they learn about the award. Better timing with consideration of school academic calendars would be helpful.

facilitate a meeting / peer-to-peer information sharing among grantees

First, I would like to commend the team on communications during the COVID crisis, as I felt they worked tremendously hard to make sure awarded institutions had up-to-date information, and continue to do so. However, the timeline on certain activities has been unclear (such as an orientation for new fellows for FY 2020), and updates even to reiterate delays would be helpful in ensuring that we haven't missed any communication.

Grant award orientations have been delayed. Of course this depends on when the funding comes through, but it does make it hard to plan for any fall departure.

More timely responses to concerns.

Sometimes communication is sporadic. And, probably due to high volume and a lot of variability with different fellows/schools, sometimes questions aren't answered or information is not entirely clear. But, usually everything is resolved as needed. Some of the websites and/or handbooks/informational material are not very user-friendly or intuitive. Written materials are often weighed down in a lot of legal language and it can be easy to miss key functional details.

Timely notification of award. One year we received less than 24 hours notice to respond with signed forms when we had grantees scattered around the globe, some in remote areas.

Education for Homeless Children and Youth Program

CORE QUESTIONS

Please describe how the Department could improve its website.

It would be great if there were more COVID-19 related guidance re: students experiencing homelessness.

Advertise or train how we as state coordinators, can utilize the website.

Topic Briefs

N/A

na

It would be nice to have a section that highlights any new resources, updates, or guidance.

No comment.

I have found hat I need at NCHE and have not used the OSES site.

n/a

I wonder if it would be helpful to users to have regional sections (as in regional US). This may enable easier access to people who land on the site looking for state specific info? Just a thought.

I always remind the 'upper' staff/Assistant Commissioners, Directors of ALL disenfranchised students and McKinney-Vento is not mentioned other than NCHE/National Technical site.

in the past year, searches have resulted in NCLB legislation and other out-of-date info

If I am looking for guidance, it usually regarding a specific topic. The website is more general.

Improve search capabilities

I don't know. It is just so hard to find anything.

I use the site often and do not currently have any recommendations.

I can't think of anything specific.

I am relatively new to my position, but all the information I have needed has been easier accessed.

NCHE has number of broken links that have not been updated in some time now and this is quite problematic.

How grant reporting process could be improved?

It would be helpful if reporting requirements for SY19-20 were modified due to the impact of COVID-19 and distance learning.

It's fine

NA

I need more specific information about the process and how the information is used.

Additional webinars, tool and resources would be helpful.

To clarify my responses, the updates provided each year about data requirement changes is very helpful for understanding what is required. The program office is not directly involved in the submission of the data, however. We provide input when additional information is needed. However, other than that, we are not currently involved. Hopefully that internal process will change soon.

No comment.

Data is reported by another office. By the time I see it it is two or three years old and not particularly helpful.

n/a

n/a

It's fine.

Colleagues assist with the reporting requirements for our dept. - I do not have any suggestions at this time

No specific feedback. Most of the work from this end is done by our data branch so they may be better suited to give specifics.

Suggestions to improve technical assistance Department staff provide?

More technical assistance related to supporting students experiencing homelessness during the COVID-19 pandemic.

it's fine

NA

Set Zoom meetings with regional peers facilitated by NCHE. I would like these to be set up on a bimonthly basis on a set date so that it could be on our calendars as a set date, day, time. Once things get going all our calendars fill up so quickly that it is very hard to fit in something so knowing; for example that the third Monday of every even month at 2:00 CTS there would be this opportunity would be helpful.

Also there could be a theme to the meeting so NCHE could have a short presentation to give info and then a chance for peers to contribute.

Opportunities for individual check-in meetings would be great. This is one on one time would be great. Maybe this could occur on quarterly basis.

Have not asked department staff for technical assistance.

I have used NCHE not US ED program staff.

I haven't received any technical assistance from the Department staff except to change the name of the grant award.

The TA that the dept offers is outstanding

You guys are outstanding in tech assistance. You always respond quickly and professionally. You are quick to respond and always in a friendly and positive manner. I can't thank you enough as i work with other federal programs that are highly needing of your expertise in this area.

Honestly, I rarely use TA from the Department. I have been in this position for a while, so I know the nuts and bolts of MV. When I need more specific information, I usually access NCHE or SHC resources. I was disappointed that the Department did not provide more guidance and resources for COVID-19. It was the first place I looked for resources, but found little. I had to wing it.

I thought USED was to provide two in-person conferences per year. The February meeting is great, but they try to fold us into the NAEHCY conference for the second one. We are really not provided a specific time for state coordinators TA and peer-to-peer sharing (other than a half day). And we are pulled in too many directions with the other conference and many of our liaisons being there, to use it as time to collaborate with our peers.   Would love to have more 'do's and don'ts' on LEA level grant activities. More specific best practices at the local level to drive student success.

I would like to see training resources that could be shared to train all school staff

There are so many gray areas in this work. Sometimes we need specific, pointed statements to enable us to move people who may be barriers to full student support. I realize that there are not always black and white responses in these cases. 'Cliff notes' version of sections of the law - with bullet points for individual topics may be helpful. We provide this from our end, but using USDE as a resource always carries more weight.

Primary Ed-Funded Technical Assistance Provider?

NCHE

AIR

Assistance with statewide TA provided to LEA McKinney-Vento Liaisons.

[REDACTED]

National Center for Homeless Education

National Center for Homeless Education

National Center for Homeless Education, YHDP TA providers

NCHE

NCHE

NCHE

NCHE

NCHE

NCHE

NCHE

NCHE

NCHE - This is always my go to. If I can't find resources online, I can contact them either by email or phone and get a response quickly. I trust them and work well with them.

NCHE and NDTAC

NCHE staff

NCHE.

readiness and emergency management for schools TAC & NCHE

What is your job role?

Ed. Specilaist

Homeless Education State Coordinator

Program Specialist

state coordinator

Education Innovation and Research Programs

Please describe how the Department could improve its website.

Make the menu bar options across the main page dropdowns to help preview the categories that fall under Programs, Grantees and Applicants, etc. and reduce user need to check each page for the information they're seeking.

I've only used the G5 site

add a content outline or side/top menus for easier navigation. add more visuals/graphics.

Haven't used the site much in my current experience on EIR. Communicating more regularly what resources are available on the web site would be helpful.

Some of the top Google search results for the Department go to dead webpages. The menu system is a little confusing.

Still need more visuals and less government lingo. Pretty heavy on education lingo as well. Work on 'translating' narratives to be more understandable and accessible.

I honestly am not sure how to answer this question. I almost always access needed information with a search, not starting at the Department's homepage. I fell into this pattern before the re-design.

I have not interacted much with it

Continuing to add resources for this changing time and how we can relate to this with our grants

The G5 site could improve by changes so that a novice user better understands what is there, why it's there and how it relates to the management of the grant.

The website is helpful when seeking information to help guide the preparation of an application.   It would be helpful to have a website to support grantees.

I have never visited the website and do not know how it can serve the needs of my grant or my team.

n/a

Often it is difficult to even locate the landing page. At times there were two working landing pages. I would suggest once that is clear, make the navigation pages clear and when possible limit text on a page.

Since I am familiar with the site I can easily navigate it. For new users , it might be helpful to have the first page with visual graphics for selection of grant information.

I am sorry but I have not yet been to the new website.

I think the website is user friendly, but because of the amount of information on the page it can somewhat difficult to navigate.

Less clicks needed to find grant information.

Adding contact information for program staff would be really helpful. Also, the information doesn't always seem quite up to date.

It would be nice to have the annual report available for download to be able to prepare in advance.

It's very text heavy. Always provide a visual of where in the site we are.

Information had moved and was hard to locate, specifically the information regarding awarded projects.

Provide more 'how to' information for grantees. How to complete the APR for example.

How grant reporting process could be improved?

N/A

We are in our first year and haven't had to turn in reports yet.

more transparency on data use, provide analysis on collected reports, request data that are easily accessible

Unknown at this time as we have not submitted our first annual report (due in November)

Increase user-interface/user-friendliness of G5 site. It would also be great to better understand what USED does with reported data and to see an aggregate of data across projects.

We have not yet had to write a report on our project process. However, we have also not received deadlines or an overview of when the first reports are due and what they will entail!

Continue to review communications, with an additional emphasis on clarity... especially in light of covid-related impact on programs/evaluations.

An example report and access to the full reporting templates as early as possible

As a first timer going through the process it seems straight forward and easy to handle. I may have more information to give as we continue in the process.

I don't know yet...I have not had to file an annual performance report. This fall will be my first time.

Provide a longer window of time especially if the window of time includes major holidays. Last year it was due the week after Thanksgiving and was released on 11/13/2019. It's hard to coordinate with staff from various offices to pull together the information, especially if they take extra vacation during that time.

Improve online system. I lost work that I had already completed when submitting last year's report.

Easier, faster, more clarity in what to report and how the information is used. In G5, reporting each goal takes forever and sometimes data is not saved - you need to go into each goal individually to edit/make sure it's complete/etc and it takes substantial time.

Providing APR instructions earlier would better allow us to plan, prepare, and execute our annual reports.

I have not completed this yet, so cannot provide feedback at this point.

I think it should be more closely linked to the evaluation process. If the evaluation team is measurements a metric it should also be on the APR . I found that training on these should be mandatory for early phase grantees.

The performance metrics are rather tricky to interpret sometimes.

I don't really know how the data is used--so far we have only submitted annual reports.

I think the reporting process is sufficient.

If we could streamline how we report progress and have some sort of template. Additionally, it would be helpful to learn how other programs are progressing as well.

There were some forms that had to be submitted piecemeal. It felt like a bit like unnecessary complexity, but I understand if that's because it makes document sorting easier on the backend.

We are supposed to upload it to the G5 system, but then there isn't a place to upload every document that we are required to submit. I end up sending them in an e-mail to the program officer. But then that position turns over and the new program officer thinks our APR was incomplete. If we are going to be required to submit APRs through the G5 system, it needs improvement.

I have not completed any reporting to date.

Make user friendly and give feedback

Program year doesn't correspond to academic year.

Suggestions to improve technical assistance Department staff provide?

More support opportunities targeting programmatic elements and Q&A related to the grant requirements from ED staff. I look forward to the Project Directors Meeting in October for some of this. Abt's technical assistance related to the evaluation has been excellent with regular calls and timely email responses to inquiries.

We've had 3 program officers in less than a year. Our current program officer is [REDACTED] and she's been very responsive since assigned to our team.

TA connections with peers, more 1-1 consulting geared towards grantee program implementation and tackling problems of practice

We've had minimal experience to date as an Early Phase grant currently in our pilot year. We are looking forward to the Convening in October which will provide more opportunity to work with department staff.

The few webinars I have received information on have either focused heavily on the evaluation portion of the project (and our independent evaluation team attends those) or the content is not something of use to me in our project. I just registered for our first annual virtual technical assistance conference and was EXTREMELY disappointed in the session choices. Of 18 sessions, there is only one that I think may be useful. Again, these sessions were heavily oriented to the evaluation aspects of the project and not the management of projects or sharing of ideas.

The most recent previous regional session (e.g. the September 2019 EIR Workshop) was a good example of positive support. The upcoming virtual Directors' & Evaluators' Technical Assistance Meeting has the potential to provide similar positive support. If possible, the frequency of such meetings could be increased.

Beyond evaluation TA (which has been great) we have not engaged in any TA activities, but look forward to the convening!

Due to changes in last year's programming and meeting schedule I feel we may not have received this training as soon as we would have liked due to our quarantine. However, I am looking forward to our Oct sessions and believe we will leave with a wealth of knowledge on all above topics.

I have not yet had to access much in the way of technical assistance from the Department. The October directors conference will be my first experience.

I'm not sure I know what the staff offers other than my interaction with our program officer who is excellent. I do really enjoy the Project Directors meetings. I think it is a very valuable experience and look forward to it each year. The ED staff does an excellent job!

In the two years that I have been an EIR grantee, our program officer changed 7 times. More consistency in program staff would be helpful.

It is nearly nonexistent, and when I do see anything it is very infrequently relevant or able to be engaged with.

More webinars and trainings on: project management, developing and maintaining relationships with school districts, strategies for providing coaching to teachers as part of the intervention, responding to COVID, taking your intervention online, putting together conference symposia and other dissemination efforts, the EIR program itself disseminating information about studies widely on a national stage, etc. Our TA at Abt Associates is WONDERFUL and incredibly helpful to our evaluation! We'd be lost without her.

n/a

None at this time.

Start training as soon as the grant award period begins.

The evaluation TA is excellent. I have not had the need to use any other TAs.

There doesn't seem to be clear communication between evaluation technical assistance group and the program officer. We are being asked or guided to report, track or collect data differently but we when explain it to the program officer, they have know idea what decisions are being made or what changes are occurring due to evaluation criteria.

We are in our 4th year of our grant and the technical assistance has dropped dramatically since we received the grant. In the first year, we had monthly check ins with our grant officer and there were a number of professional development opportunities. There has been almost nothing in the last two years. I am looking forward to the conference next week for the resources I expect to learn about.

We have the opportunity and learn from others. The technical assistance that the Department provides meets our needs.

We would appreciate more opportunities to interact with other grantees who have similar projects.

Webinars are just hard to adjust pace in (no one's fault). Something more interactive helps.

Work throughout the year with us on sustainability planning, not just during the Directors meeting and/or with our external evaluation team.

Primary Ed-Funded Technical Assistance Provider?

Abt

Abt Assoc. for tech assistance with our research and evaluation model

Abt Associates

ABT Associates

Abt Associates

Abt Associates

Evaluation

One of the regional labs sent info on a webinar on rural schools, and I attended that. It was pretty good. That's it!

REL Appalachia

What is your job role?

researcher

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

Please describe how the Department could improve its website.

Make more ready-availability of law, regulations, and guidance on English learner requirements.

The website is a repository of long documents that are not always providing the answers to specific questions. Maybe organizing the information in smaller units and more focused topics will help.

Responsiveness needs to be improved. Since it takes so long to get any feedback, I have stopped emailing any questions.

Have up-to-date resources

I would like to see more information, more guidance on private schools for title III. Especially more targeted guidance on a state monitoring process of district using title money. Especially with the blurry lines of What is civil rights related and what is ESEA related- beyond A-3 of the consolidated guidance.

n/a

More current information

Provide more resources for SEAs to help provide technical assistance to LEAs and resources or links to resources for LEAs looking for LIEP ideas. Possibly have a community of practice for Title IIIA directors and specialists? What is the difference between the following websites where information can be found on English learners and their education: OELA, NCELA, USED/OCR, and OESE? It might be helpful to have all the information housed centrally where schools, LEAs, and SEAs could find support. Thank you.

Better and stronger guidance around translation, interpretation, serving ELs who waive services, scheduling especially for those ELs who are dually identified.

I have not used the website very much yet. From what I can see right now, it looks great and easy to navigate. Thank you for doing this as the previous site was very difficult to navigate.

There is a lot of content and if you don't know specifically what you are looking for, it's a lot to wade through.

Searching is sometimes difficult because different terms are used or things are buried. More search terms and redundancy for information links could be helpful.

Make it less of a long list of resources.

Old links are still up and it's heard to find things.

N/A

How grant reporting process could be improved?

Not change the reporting items each year.

n/a

This is handled by another department at the agency, although, sometimes, the instructions in the documents for the reporting elements could provide more clarity. For instance, the program models for Title III LIEPs don't always coincide with state program models, and not all programs have dedicated 'Title III only teachers'. Fitting the reality into the reporting pigeon holes can be challenging. Providing additional clarity or scenarios might help. Thank you.

no ideas

Put greater emphasis on the importance of using data collection, analysis, and reporting to support SEA and LEA level staff with State and Local EL decision-making related to grants management, monitoring, and implementing professional learning activities rather than solely to satisfy a Federal reporting requirement. Data divisions should also be finding ways to display data collected in user friendly formats for SEA program staff to utilize and share with program staff (e.g., Data Dashboards)

Some of the responses to the data don't make sense such as comparing enrollment of the October count to students who participated in the ELP assessment. That is like apples and oranges. We don't have the same students in October as we do in January when we test.   Also, some of the data responses seem to be incorrect in some instances. The percentage differences to be 'justified' at times seem to be calculated incorrectly.

Continued explanation of changes appreciated. Possible advisory group to explore impact of proposed changes before they are made, including new data fields that might be needed, reporting timeline and adjustments.

was glad to receive the award notification early enough in the summer of 2020 to be able to allocate to districts final allocations (instead of estimates and having to re-allocate at a later date once we get the actual award).

Improve descriptions and/or narrative in directions.

N/A

N/A

Several of the reports do not provide helpful information to the program. Off hand, I immediately think of the number of years in Title III programs report.

Suggestions to improve technical assistance Department staff provide?

I accidentally entered this information in the previous section regarding the ED website. Responsiveness needs to be improved as timely response is critical in our work, but often times it takes too long or there are no responses. Therefore, I stopped emailing USED.

Trainings for state directors and virtual meetings to provide necessary guidance.

Provide opportunities.

n/a

I do not believe that staff is always aware of these opportunities. Better communication about TA

Currently, the technical assistance consists of responses to individual emails and webinars provided at non USED venues (EL SCASS or NAELPA) to share information. During the pandemic, the technical assistance was delayed such that it was challenging to be relevant. Our agency has not received support in using evidence-based practices or developing resources. If the department staff could provide the 'attributes' mentioned previously, that would certainly help SEA program staff. The Title III modules were advertised recently, but we're not sure the information was pre-ESSA or post-ESSA. Creating opportunities for communities of practice would be very helpful. Even collaborating with Title I for coordination of services to ELs and their families.

Where there is not a specific citation of law, state the interpretation of the department.

Periodic check-ins, proactive States vary greatly in terms of demographics, state and local resources. Technical assistance needed by one state may be very different from what's needed in another. Much more limited staffing in smaller state SEAs to carry out the same requirements, even though there are far fewer students.

I must have missed these forms of TA, as I am not familiar with this occurring.

More EL expertise and quicker more detailed responses are always appreciated,

Always appreciate having USDOE staff share updates during webinars and virtual calls

Resources for LEAs with very few ELs.

Implement a mentor/mentoree program to assist new State Directors/Coordinators of Title III, Part A. This would obviously require buy-in from experienced/veteran Title III, Part A Directors/Coordinators but it would be tremendously helpful.

Primary Ed-Funded Technical Assistance Provider?

REL West

Region 2 Comprehensive Center

WestEd and RELWest

Region 11

West ED, MAC.

Comprehensive Center

Comprehensive Center T4PA

Comprehensive center assistance

What is your job role?

State Associate Superintendent

Program Manager

Director of Federal Programs Finance.

CUSTOM QUESTIONS

TITLEIII - 2020 - Q39.5. Think about services offered in the previous year to support your State's implementation of your Title III grant. What services provided by the Department have been most helpful or effective? Please cite specific examples.

Updated guidance

The Title III Q&A of May 18 was helpful, but not timely.

N/A

When I reach out, the service is fabulous, but I would like to see more opportunities for states to reach in collectively to address some of the challenges that we all face. I would like to see more guidance pertaining to private schools.

Peer learning opportunities. ED presentations at conferences are very helpful. NCELA has been a helpful.

publication of non-regulatory guidance participation at the CCSSO SCASS meetings

Webinars.

email responses; conference webinars, new website is helpful

webinars

Non-regulatory guidance is very clear and specific. Refer to it regularly. NCELA webinars and website seem to be improving a lot.   US ED website seems to be better organized and current.

Although all of the above have the potential to be helpful and effective, the Dear Colleague letters have been the most helpful.

Webinars that include opportunities to ask questions directly of Department staff.

The community of practice opportunities are helpful for collaboration across states. The webinars are informative. We appreciate your time and energy!

calls and technical assistance documents.

Guidance, FAQ

Webinars and non-regulatory guidance

Written guidance

TITLEIII - 2020 - Q39.6. How can the Department's services be improved over the next year to better meet the needs of your State as you implement your Title III grant? Please cite specific examples.

Assist states in finding acceptable solutions to critical issues related to COVID-19 and distance learning

Be more proactive and timely.

Be more timely

In the past, there has been Title III specific meetings run by USED. It was very helpful when SEA Title III directors were able to meet to hear about Title III-specific information from ED and had opportunities to network. Additionally, when specific questions are emailed to USED, timely response is critical and it definitely needs to be improved.

More contact and guidance

More guidance, more examples, I'd love to see an allowable expense hotline... where I can just say... hey. I have have a district that... has this situation, what are your thoughts and then also align it to my own state law and such to better assure what is allowable. There are many situations that we experience where I feel like the water is muddy and you are not sure how you should look at it. Think about expenses through all lenses... example...translation and interpretation... what's allowable for instruction, family, professional development... I see nothing pertaining to professional development- which makes sense, but a lot pertaining to family, title III activities and nothing for paying someone to translate in the classroom or for materials...I would like some more concrete examples. It's just an example.

More specific responses to questions in a more timely fashion.

more webinars

N/A

opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, evidence-based resources to share with LEAs, best practices for using immigrant funds, differences between programs in large vs smaller EL population LEAs, support in LEA budget review processes, support LEAs with program planning, etc.

Prepare guidance more quickly for SEAs to be able to share with their LEAs

Provide us with an update on the current structure of the Department, the Title III Program, and NCELA and how it's organized to support SEAs and LEAs in meeting the needs of ELs and their families/communities.

States request information and support regarding real issues and the responses received are sometimes not helpful because they have been crafted by attorneys. One major area that comes to mind is identification, assessment, and reclassification of ELs with disabilities. States receive information from OCR but in many instances it is not helpful in respect to real children in real schools.

There never seems to be sufficient time when we do have webinars. The guidance is not always as clear as it needs to be, especially when circumstances changed rapidly as they did the past few months dealing with COVID and the implications for guidance.

Timeliness is a concern, Often the field has to move forward before information comes from the top. This is a concern that impacts all aspects of the work. We realize some of it cannot be avoided but ask that procedures be reevaluated for more timely responses to changes, enquiries and requests.

Would appreciate FAQ documents as well please

Foreign Language and Area Studies Fellowships program

CORE QUESTIONS

Please describe how the Department could improve its website.

Overall, I think the website is fine. It just took me a long time to really feel comfortable navigating through it -- bit of a steep learning curve. The only improvement that immediately comes to mind would be to change the way the 'View Submitted Reports' feature works. Right now, you click on a submitted report and it's one long, giant document. Any way to more easily navigate to different screens on the report? Understand, this is not a huge problem, just a thought that I've had several times when hunting and pecking for a bit of information that I need to find from an old report.

I've never used the web site or even realized there were resources there I could be using. I don't recall it ever being mentioned by anyone I've interacted with.

The simple logo/header made me think for a long time that I wasn't finding the 'official' site. The layout is not particularly intuitive, however most of the time I can find what I'm looking for.

The IFLE system is difficult to use. It would be nice if we could bulk upload a spreadsheet of outreach activities instead of having to make hundreds of entries by hand.

It can be difficult to navigate between programs and to find up-to-date information.

What I use most is iris.ed.gov. This site is generally fine, but I don't like the length of PDF pages (when I try to keep record via the PDF version). Also it is painfully time consuming to choose my university (campus) from the very long dropdown menu. I have to do it twice for creating entries for each student.

The ED web site seems to have layers of information that have just been continually added overtime so it's hard to know what it current and what might be outmoded.

Include Program Administration Manual on the website rather than a separate document. Create an Program Administration FAQ section to the website. Have a map for FLAS granting institutions.

I am not a web designer but sometimes I feel there may be a lot on one row making the print very small on a laptop.

Make the program handbook more easily searchable on the site Lay out the regulations in a way that I can direct students to when the students do not trust me that I am properly enforcing regulations from the Department of Education

Honestly have not used the website much.

The FLAS website is adequate but it is very visually appealing.

n/a

Making it more user friendly and visually appealing. One has to make several clicks to find the information.

No real complaints, but some pages are sometimes out of date.

No suggestions. I am a new FLAS administrator on my campus. I did not need to use the FLAS website or IRIS this year, but I will need to do so next year.

No thoughts.

Real time updates of information, especially of current staff at grantee institutions.

I have no suggestions

Provide more information about other grantees.

I really haven't had occasion to use the website.

CFI Group

The website has been so clunky and outdated in the past, I have not used this entire grant cycle. Instead, I look to the Program Administration Manual and ask the program officer or my colleagues when I have a question.. or the IRIS help desk, if I'm working on grant reports.

Menus are too hierarchical (you have to dig through too many submenus to navigate where you want), information out of date, frequently used program administration resources hard to find or not on website, search hard to customize

Works well

a more user-friendly website and more lead time on grant applications -- the norm in academia is 6 weeks time to prepare applications.

No specific recommendation, really. I'm satisfied with the website in terms of content, look, ease of navigation.

I'm not sure if IRIS is included in this question. I was thinking of IRIS mainly when I answered, because I rarely go on the general Department of Education website. Sometimes IRIS has not saved my responses, which is frustrating. It's also confusing that in IRIS there are still questions about things that aren't priorities anymore.

I admit that I don't use the website often, so I don't have any recommendations at this time.

I think the website is user-friendly. My only suggestion is to create a COVID-related FAQ, since COVID has affected so many aspects of FLAS and where students can study and what needs to be done, for instance, to get an online course approved.

Making sure we follow all government regulations can be challenging to research, for example, about allowable costs, since they're often quite complex. I understand that ED or IFLE is often not responsible for these regulations, and the FAQs and PAM are very helpful for many questions. Still, I find that I must still occasionally dig into the weeds of regulations to try to find answers, so perhaps additional simplified information about these kinds of questions could be helpful to synthesize policy details.

I haven't used it, but other staff probably have. I only use the IRIS grant portal.

I do not really use the website. Instead, I rely on the Program Administration Manual for administering the program.

I do not always remember the URL for the FLAS program. When I go to the main US Ed site I can't easily find the FLAS and other Title VI program. If there could be a clearer path that would be great.

making it easier to find things and upload information

Expand the FAQ for FLAS fellowships (to better inform applicants) .

I have never used the website. If I have questions, I email the program officer.

I think the Department is doing a good job with the website.

More intuitive pathways and menus for searching for information

The IFLE staff are wonderful to work with -- they remain a trusted resource to us grantees. You can tell that they are extremely dedicated to the projects under their care -- and seem to effortless balance the fine line between providing judicious oversight and compliance governmental policies and regulations, and delivering thoughtful service and guidance to center staff.

Everything looks the same and it is not always cross referenced as well as it could be. So while I might find a the page that has the information I am looking for, if I don't bookmark that page, it can be had for me to find the information again.

Navigation menu could be better streamlined. FAQs posted prominently.

I think a list of FAQ's for FLAS would be great (if it doesn't exist already). I'd assume that many FLAS coordinators may be asking our Program Officers the same questions.

Better word-search engine would help.

In an overall sense, the website is easy to navigate. The site is well-structured.

I typically only really use the IRIS system for reporting and data information. I don't typically interact with the website.

I like the look of the website, but searching is sometimes difficult. I'm sure it is a matter of what I call it vs what the Department calls it. There may already be a guide out there on on searching tips (and I just didn't see it) - if not a help guide for searching the site would be helpful.

By tailoring specific web pages for FLAS-related information, with all possible Q&A. A website that you could bookmark for all relevant materials on FLAS that's applicable for FLAS recipients and FLAS coordinators.

Clearly showing what is available and dates (not solely in FY format)

More secure login. MFA or 2FA.

Please make sure to have updated materials and relevant live links.

System for access is baroque

How grant reporting process could be improved?

I am not involved in that process. I only handle the reporting for the FLAS awards themselves.

It can be difficult to make students and/or faculty complete surveys. Also, as I know others have pointed out, entering data in the IFLE website is not easy or clear.

It would be very helpful to have text boxes for each FLAS awardee to write a short narrative about their experience with the FLAS award.

Perhaps, if I get to see reports (even some little portions) from other institutions, I will know how to improve our reports.

IRIS is not the most user friendly format. You have to complete some aspects for others to be advanced, but it's unclear. An example might be carry forward funding and. budget prefills from the interim report that carry forward into the final report. You have to update the actual final expenditures under student admin to complete the budget section. It's also unclear how final/interim status affects a language instructors ability to evaluate a student's post proficiency.

This may not need any change. For summer language instructors outside the US sometimes need following up a number of times to provide a good report on student performance.

Stagger the Fall reporting deadline so it does not fall at the same time as the NRC reports are due

Sometimes IRIS is a bit clunky. For example, one year my reports un-submitted without prompting, and I had to recontact 10 students to resubmit their reports after the end of the school year.

The PMFs are submitted by grantees, so it should be easy to provide reporting data. It is not clear how this information is used by ED.

n/a

It would be useful to receive feedback regarding the reports and know how the Department is using the data different Centers report.

A workshop or website FAQs to clarify any updates/orient people with limited experience of reporting, to be made available sufficiently in advance of the reporting deadline (eg. August for October deadline reports).

No thoughts.

Grantees would like a summary analysis of the full set of data from IRIS both overall as the FLAS program and summaries of the different areas (i.e. South Asian Studies, Latin American Studies, etc. .). This would be useful for grantees in interacting with their administrations and in the recruitment of students and faculty.

I have no suggestions

Not clear on how useful some data collected would be. It would be helpful to know how the information would be used.

Improve the report forms on the web to make it easier to select among languages, institutions.

Many times certain aspects of the grant reporting process can be interpreted differently by different centers within our institution-- the resource leveraging screen is one such aspect. The data mining requires to come up with these figures is incredibly cumbersome, as there is no central/internal way of tracking this information at our university. As a result, only what we manage to unearth is reported. Additionally, we were told by our program officer that in the grants to students and faculty section, we

shouldn't include any federal funding received by faculty-- which is not stated anywhere on the page in IRIS. It seems like that would mean everyone else is reporting their federal grants such as Fulbright, Boren, etc, which makes me hesitant to not include ours. This one aspect of the grant reporting process takes me hours upon hours to try and tackle, and it always feels like a loss because I never know how much of the real picture I'm reporting on, while another center at our institution pretty much skips this section entirely!   Additionally, it seems almost cruel to ask students who graduated in May or August what their professional career track is in September, to make the Oct 15 deadline. I would love it if we could report on the previous year's graduates. Especially in these trying times, I am dreading writing to our recent grads with this question.

Guidance given is very basic and focuses more on how to input information, not what to input, common problems, in particular for more narrative portions

My experience with reporting specifically for the Foreign Language and Area Studies reports has been wonderful! Additionally, any question I have had has always been promptly and adequately answered by our program officer, which is greatly appreciated. There was a small technical complication one of the language instructors experienced as they were not initially able to receive the email prompt to login for the language evaluation. However, the help desk has always been very prompt and helpful as well. Thank you all for such great support!

Often instructions are stated in more than one place, but with conflicting or non-clarifying variations -- we need identical instructions in non-bureaucratic language.

The process works fine now. To date, we have had no issues with the requirements.

The process is very frustrating. I spend weeks gathering data to report and then putting it in IRIS, but we never receive feedback. There is an automated confirmation email when it's submitted, and that's all. Is anyone even looking at this data? What do they think of it? Do they think it reflects our work? I don't know any of these things. I feel there is an emphasis on quantitative data, but the numbers we are counting don't always help us get in depth on what is working and what isn't. I don't know if this is a flaw in our performance measurements or in the reporting requirements. So, you could improve the process by reading our reports, and then telling us what you think - would you prefer to see different data? Are there certain things that stand out to you?   Also, in IRIS the wording is so vague that I don't often understand what I am supposed to be reporting on. For example, in project or event reporting, it asks 'Was the project deliverable(s) used and/or institutionalized by the beneficiaries?' Well, what do you mean by that? If people attended a webinar, can we respond yes? Or are we supposed to be following up to see if people are using our professional development afterwards? You also ask if a project was specifically for heritage learners, though that is no longer a priority. Why? You ask for country... well maybe that is applicable to scholarships or other things, but for language learning it's too specific since languages don't really have borders. What is the difference between a 'broadcast event' and a 'technology-based activity'? This is so redundant.   I just don't feel like I even understand what you want to see in these reports, I don't know what you think of what we submit, and whether it serves any purpose.

It would be helpful to have more specific information as to how the reporting data is used, to have a clearer idea of the value and impact of the work that goes into gathering all that data. It is very time-consuming for us.

IRIS is not very user-friendly.

The biggest challenges I encounter are with obtaining some of the information needed for the report, such as enrollment and salary data—which are ultimately challenges stemming from my own institution's structures rather than from IFLE. I wonder if perhaps sharing resources on the IFLE website or PAM

about how other institutions pull grant reporting data could be useful for strategizing and for training new staff who join our centers and need guidance on collecting report data.

For all of the areas that I marked as less than excellent, that is only to indicate that I think they could probably always be better. I otherwise have no complaints about the reporting process. It has seemed straight-forward, and I fully support the rationale for what's there.

I am sorry, I filled the prior screen out thinking also about the National Resource Center reporting process. I tried to go back and adjust my answers, but this survey will not allow me to go back. The FLAS reporting process is very clear and straightforward.

Some priorities from prior cycles still appears in the IRIS instructions, but were not part of this cycles priorities. References still appear to the previous cycle. I know it takes a lot of work with OMB to update the reporting platform, but it would be great for there to be some explanation of how to deal with this disjuncture somewhere.

better explaining the criteria

I suggest IFLE sets a few PMFs that are applicable to all grantee institutions instead of asking institutions to set their own PMFs (i.e. number of high school teachers participating in content and pedagogy workshops, number of students served (based on participating teachers' course enrollments per year); number of events (lectures, conferences, etc) in partnership with MSI and Community Colleges and total number of participants in said events; etc.)   I believe this will provide better data to IFLE for their own internal purposes.

It is sometimes difficult to get students to submit their reports. It would be helpful if the reporting process was not as dependent on their portion.

Simplify the pre and post evaluations. It is currently very long and if an instructors has many students with FLAS it is a big problem.

-Provide examples of completed reports, explanation of how different institutions can gather this data -Cleaner presentation of data and easier submission process (i.e. Excel spreadsheets or written reports as attachments, rather than inputing one data point at a time).

Not sure...

The main issue is with IRIS. It can be difficult to use and save information. It would be nice if there was the ability to upload a spreadsheet for Outreach using a template like there is for the courses.

Parts of the site are out of date.

The 'help' pages could be more detailed.   In the annual reports, we are required to list the relevant degree programs. It is a long list; In some years, the data can be imported from previous reports, like with courses. In some years, that function has not been available. I'd like to see that functionality every year.

Allow universities to tailor report data to the data available to us internally re: graduates, student placements, etc.

At this point I don't see any scope for improvement. You do an outstanding job. Thank you.

Consultation with awardees abut what might be more meaningful data to collect. Providing a budget template for the attached budget (also in the proposal process). Option to upload outreach spreadsheet rather than manual entry.

Data collection is very time-consuming and labor-intense. If there is any way DoEd can reduce the data collection and reporting requirements, it would be great.

Giving access to both consortium partners (not just the lead), on what to include in the reports would be helpful. In my institution, we are not the lead partner, so we are not given access to the exact data we need until we consult with our consortium partner.

Grant report does not provide opportunities to explain the work accomplished. an exemplary activity section would help.

I honestly cannot think of any necessary improvements.

i think IRIS works pretty well, tbh

I'm not really sure if there are many things that could be done. Because we are dealing with FLAS we are working with students and instructors to submit their reports before the institutional report can be submitted and these are typically the biggest hurdles I see with the reporting.

No improvements needed on FLAS reporting. NRC reporting (degree description length) could be updated and improved.

Please update the reference guide PDFs so that they match the current version of the online forms.

Some of the data is difficult to obtain that is required for the reports. The data has to be pulled from several places and collection is reliant on others including questions to help us report.

The evaluation criteria for language before and after FLAS seems not very accurate by language learning standards at the university-level.

Suggestions to improve technical assistance Department staff provide?

I'm not aware of any technical assistance beyond the conference calls that were held this year to deal with the changes because of COVID.

Having more live webinars where we can ask questions or give feedback would be great.

I think you are doing a great job. Our program officer is extremely responsive and helpful and the technical assistance information is clear and helpful.

I have always received answers to our questions and the support needed.

I can't think of any.

My go to source fo technical assistance is my program officer, [REDACTED]. [REDACTED] is incredibly thoughtful and timely in her responses. We couldn't do it without [REDACTED]! There are so many unique scenarios for FLAS that I imagine it's difficult to address in a FAQ or web site. A supportive program officer is key.

The iris helpdesk email address is not always helpful, but my PO is always very helpful.

It is excellent as it is.

N/A

I would like more of a community or hub to disseminate program opportunities for FLAS students.

Provide summaries of how the IFLE programs are impacting the goals of ED.

n/a

The technical assistance provided by Department staff is always helpful.

See previous comments

No thoughts.

The staff is excellent.

None

Another webinar would be helpful.

Can't think of any.

It often feels like because we can't ask our questions via voice or issue follow up questions to the answers we receive, that the answers we receive only touch on part of the question we ask. It's hard to convey some of the intricacies of our questions via chat... as a result, I sometimes leave the technical assistance webinar more confused than when I started.

Having two different sessions, one for new grant administrators, one for more experienced grant administrators

it would be nice if tech assistance were more accessible -- it's out reach most of the time -- we don't try any more.

The technical assistance webinars and online resources are quite helpful and the staff always respond to questions and issues on time and with great clarity. No specific deficiencies that I can identify at the moment.

To be honest, one-on-one inquiries and exchanges with our program officer are much more useful than the webinars that have been presented recently. Most of the time in the webinars is spent reading from power points. The power points could be distributed ahead of time and the webinars could be used more for discussion and brainstorming. It might be useful to have break-out groups by world area and that include the program officer, as would be done when we hold the in-person technical assistance workshops. At least for Latin American Studies, the FLAS Coordinators are a collegial group who do consult with each other regularly over e-mail and other ways outside the webinars. But having more opportunities to do that as a group could be useful.

Because so many things are different due to COVID, I think it would be helpful to temporarily have more regular technical assistance webinars where FLAS coordinators can bring up issues and questions.

Have appreciated occasional webinars. Our program officer has always been responsive.

Our program officer, [REDACTED], is wonderful! She always responds in a timely manner and provides clear, consistent guidance.

all is fine

IFLE program and senior officers are amazingly helpful and professional.

IFLE Staff are gold. They do a great job.

It is good.

more frequent peer-to-peer training

not sure

Our program officer is excellent and is able to answer questions quickly and in great details. We are extremely happy the assistance we receive from him.

Peer to peer connections

The program manuals are very helpful. When new versions are circulated, it would be helpful to include a brief summary of changes to the program policies - or to policies that the USED staff feels have been frequently misunderstood in dealing with grantees - very brief, perhaps with a reference to where the changes might be found in the manual.

What is your job role?

Associate Director

Associate Director and FLAS Coordinator

campus application coordinator

Academic dean

Scholarship and Graduate Program Coordinator

Staff at a language resource center

Leadershpi of administering area center

Associate Director, FLAS Coordinator

Center Associate Director

CUSTOM QUESTIONS

FLAS - 2020 - Q28.2. How can Foreign Language and Area Studies Fellowships improve the usefulness of the technical assistance you receive?

I don't know what you mean by 'technical assistance.'

I have always received the assistance needed.

I can't think of any.

The application is very challenging. At 50 pages for the narrative, plus about 50 pages of supplemental data, it is one of the longest, most laborious grant proposals ever. And with the 50 page limit, we are actually asked to condense about 75 pages of information. I think it would benefit from an overhaul. The proposal guidance in the PAM is incredibly long and it appears that so much information has been layered in over time, which has resulted in numerous contradictions about what should and should not be included and how information should be framed in the proposal. Otherwise, the post award program admin for FLAS is incredibly supportive and more straightforward.

The helpdesk email is not always helpful. My PO is always very helpful.

I am happy with the current arrangement.

The pandemic put everyone in an unprecedented place this last Spring, but I wish we had been able to provide guidance to our students a little bit sooner.

I am satisfied with the responsiveness of the technical assistance.

n/a

The technical assistance has always been positive and useful.

See previous comments

I do not typically log in to the FLAS sites, though our area center directors do. I am not able to respond to most of the questions as a result.

No thoughts.

Tech Assistance is excellent but grantees need to be able to meet in person more often with each other.

Provide updates to the PAM.

Can't think of any areas for improvement.

I honestly almost solely rely on the PAM and emails to my program officer for technical assistance for the FLAS and usually this is all I need in terms of technical assistance. With COVID, the information we received in the technical assistance webinar was also useful.

The technical assistance I have received has been superb. The only thing I can think of is the potential complication for language evaluators that may experience problems in receiving login information by email for the IRIS website, but I am not sure much more about that possible technical issue and in the instance that it has taken place the help desk was very helpful.

more support, less reporting

Cannot think of anything specific at the moment.

Again, one-on-one inquiries and exchanges with the program officer are most effective. [REDACTED] is very responsive and provides clear explanations. We appreciate her quick responses.

I would like to have more regular technical assistance webinars where we can ask questions, especially due to COVID. Just one webinar per semester would be very helpful, I think.

No recommendations! (By the way, there wasn't space earlier to comment on my ratings for satisfaction with quality of the produce, and it's not clear if the survey is now going to allow me to. My only dissatisfaction with the product is to increase the funding for graduate students in particular to make the fellowship more competitive with other sources of funding available to graduate students. This would help draw a larger and even richer pool.)

Technical assistance has been wonderful. The flexibility of the team during the COVID pandemic has been much appreciated.

FLAS - 2020 - Q28.5. What can Foreign Language and Area Studies Fellowships do to improve communication with you?

The timeliness of the Grant Award Notification in Year 1 was very difficult. I realize that this issue is outside of the control of IFLE staff. Communication regarding Grant Award Notifications in subsequent years of the life of the grant is perfectly fine.

Actually communicate about some of the resources I've learned about through this survey.

Being informed of the report due date is great, however a 5 or 6 week notification would really help us!

I appreciate the communication I receive.

I can't think of any.

I technical assistance call on the application process and components way in advance of the due date (it takes months to complete the application due the length and extensive informational detail and data requested. An tech assistance call at time of award notification on program start up. And, technical assistance calls prior to each report that overviews IRIS and what each section requires.

I would welcome more communication from my PO, including proactive answers to FAQs.

It is good as it is.

Make every program officer as awesome as [REDACTED]

More frequent check-ins or phone conversations.

My communication with IFLE staff is highly satisfactory.

n/a

N/A

No suggestions.

No thoughts.

Not much that is under the staff's control.

nothing

Nothing

Nothing comes to mind.

Nothing, I feel well enough informed and that I can get the information I need

CFI Group

Notification of award continuation earlier for clearer communication to affected students

The communication has been truly wonderful and I cannot think of ideas for improvement at this time.

The lower scores about notification was due to the late notice for the start of the 2018 AY. Thereafter things have been excellent.

there is a serious communication challenge -- the language we receive is not plain or clear, but a bureaucratic lingo that is hard to decipher away from Washington

To date, communication with IFLE and our Program Officer has been excellent.

We don't receive many communications but when we do it is clear and professional communication.

FLAS - 2020 - Q28.6. What is your preferred way to communicate regularly with your program specialist?

All of the above (individual email, blast/distribution list email, telephone, and webinar) are used, and all are useful in different circumstances. Method of communication is not \'one size fits all\'.

Full-service community schools (ESEA IV-F-2, section 4625) program

CORE QUESTIONS

Please describe how the Department could improve its website.

I have not had sufficient experience with the website to offer improvement suggestions. I am a relatively new leader of our organization.

I've navigated on the site very minimally. It would be helpful if we could see previous reports that have been submitted. We are done with our no cost extension and will be submitting our final report by 12-30-2020.

From what I can tell, the only information there is for potential grantees and those who want to know who has received awards and links to the bill. There doesn't seem to be any other information for 21st CCLC grantees.   This could be because Technical Assistance wasn't included in our grant.

No suggestions.

No suggestions.

The website is user friendly and easy to use. I do not have any suggestions for improvement.

Maybe featuring the work of it's grantees and having a hub to connect everyone to practitioner resources.

I wasn't aware of this website prior to this and haven't had the chance to use much expect for before filling out this survey. It should be pushed out more and remind grantees of this resource. I will use it now. It could be more visually appealing - much like the Head Start website (eclkc).

Forms for the annual report were not easy to find, and might be better grouped together on a subpage.

I rarely visit it.

the site should be more user freindly. I had to do trail an error to figure out what the icons meant and how to find what I was looking for.

No problems

How grant reporting process could be improved?

Easier access to filed and approved reports.

Having templates easily accessible on site.

No suggestions.

Provide actionable feedback and/or have a follow-up virtual meeting with each grantee to discuss progress and findings.

I have no suggestions. USDOE has been extremely responsive and supportive.

I think that the grant reporting process is fine, I would love to be able to share parent testimonials, community member pictures etc.

Feedback on reports would be helpful to ensure we are capturing the correct information rather than assuming we have done it correctly. Also, to be consistent on the information we are collecting from report to report. There was some miscommunication or information for the mid-year report this year to complete a chart that we had not completed before. I see it is included again in this upcoming report. I will reach out to program officer about it (Project Status Chart).

Hold a separate call for first-time recipients separate from the full call with year 2 and beyond. Some information felt rushed through on the call and it would have been helpful to have a slower pace to go more in depth about each form. Alternatively, maybe after the initial call, a second call could be scheduled maybe two weeks before the report is due that could be for troubleshooting once you've actually started working within the forms.

Rather than only reporting on # of individuals served in GPRA and again for each performance measures, include places where we can report on progress to our goals/performance measures. The timing of the reports is also difficult because the fall reports span two school years so it's difficult to track progress school year to school year. The reporting is also extremely repetitive in restating successes/challenges in multiple places.

A simpler form would be helpful.

Give a seperate training/orientation to new programs only. New programs need to know what htey should be collecting early in the year. It is too late in the ARP training.

In the past 18 months the reporting form has gotten more user friendly - especially the project objective fields

Maybe if the Dept of Ed had monthly dashboard of info to complete that helped to create the story as we go along...

Streamline the report- many components seem redundant. The entry of the report into the G5 system is NOT user friendly. The forms provided often have glitches and I find that I have to put the data in multiple times despite saving correctly.

Suggestions to improve technical assistance Department staff provide?

Department staff is always helpful when needed.

My understanding is that the TA was readily available by this team.

It's been shared that no technical assistance was written into the structure of this grant. I appreciate being included in Promise Neighborhood events and communications. However, having something for full service grantees specifically would be preferable.

Establishing communities of practice situated in regions.

Convene a quarterly project director's meeting (virtual) in addition to the Promise Neighborhoods Conference. Would provide an opportunity for more peer to peer discussions, program updates, stronger connection to the program officers, etc.

Have regular meetings remotely, maybe quarterly or 3 times/year outside of the conference.

I enjoy working with USDOE. They are very responsive and supportive.

I think that it is sufficient at this time.

My scores were related to previous program contact that might not have been as helpful in understanding what information was needed, however, since assigned new program contact I would rate this much higher in understanding our challenges. More connection to peers doing the work would be nice or resources to support outcomes.

The conference in November was a great opportunity to share resources and ideas. Now with virtual conferencing, it would be great to set up remote working groups or remote resource sharing workshops maybe mid-way between grant reporting periods. (summer, December break)

The only TA we receive for community schools are the webinars for grant reporting

Primary Ed-Funded Technical Assistance Provider?

Impact of COVID 19 on the campuses.

Regional Labs (SEDL) for 21st CCLC

Youth for Youth

What is your job role?

Chief Executive Officer

Manager

regional director

GEAR UP – Partnerships

CORE QUESTIONS

Please describe how the Department could improve its website.

The website does not feel 'user friendly' and being a new grantee, it feels difficult to find information that is specific - everything is general so I don't know if it is relevant. It could use a more updated and friendly appearance too.

Regulations should be much easier to find. Possibly create a FAQ that is reflective of what projects will look for in terms of guidance. It's lacking. Also archive old information so that the page is kept current.

specifically identify policies and procedures on the website

Offer links to videos to support additional learning regarding laws and guidance.

The site should be more interactive and user friendly.

Needs to be more user friendly. It feels like there's too much information on one page and not organized.

I have significant experience navigating the regulations, etc. However, if I did not, I do not think I would be able to find any answers through the website. There is also very little in terms of FAQs that are really FAQs. There is little guidance on match provided at all, and that is one of the biggest issues for grantees.

Having more of a descriptive overview for each link that was found in a search would be helpful for filtering before getting into the legal language of the links provided

The APR portal this year was a big improvement in comparison to the previous years.

I believe the DOE should provide direct resources to grantees rather than deferring resources to NCCEP. As a director, I should be able to go to the GEAR UP website, click on the Resources tab, and find actual pieces of training for directors, best practices, sample forms, etc.

Make website more user friendly, with common topics highlighted on home page for easy access. Include a 'how do I' function so that users can type what they are trying to do/find.

n/a

n/a

by providing more examples of forms that other grants are using that can be helpful

Potentially not the website itself, but when I worked with AmeriCorps there was another site which had a wealth of information that both the programs and the federal government contributed to. You could easily find resources, policy documents from existing programs, and examples and answers to questions around allowable activities. Something like that would be very helpful with GEAR UP.

The format is very generic.

Update information for the current year; the last time I looked information about applying for the 2019 funding cycle was still listed. We are in 2020, and I was looked for 2020 information, not 2019 information.

No suggestions

Better search engine Easier access to policies/federal guidance

Make more dynamic/engaging and visually appealing with more images, graphics, data, and/or videos.

If there are metrics the Department would like to share with partners, perhaps a dashboard might serve well.

I joined the GEAR UP family just a little over a year ago. As a newbie, the website was overwhelming. It would be great if the department would restructure the website by having perhaps four or five main tabs and within the tabs have sub-tabs. Still keeping the same information but structuring it in an organized fashion.

The website is not very user friendly. Like Google, it is very difficult to figure out how to word things to avoid getting information that does not apply to what you are looking for. I'm not sure how to fix this. Perhaps it's just the nature of search engines.

It is not user friendly, and very limited. It is often easier to find something I need by visiting another GEAR UP program's website.

Create a space called 'HOT TOPICS' that would include important information and webinars.

Current listings, resources, interactive map of GEARUP programs

I don't utilize that website, so I cannot provide feedback on this question.

Site map with 'you are here' designations Org chart by department and project Index of linked pages or programs ED staff contact list (or org chart with link contact info)

How grant reporting process could be improved?

I was not involved with the grant when we were notified so I can't speak to the application and award process. The grant reporting process seems to change often which makes it difficult to gather all that is needed when additional information is required by partnering schools.

Provide webinar training and acknowledges and review of outcomes.

Offer more webinars or instructional videos

Certain charts of information are not clear and does not provide clarity for calculation.

With this new electronic reporting, it would be great if some of the information that remains the same each year (for example NCES codes) could pre-populate so they wouldn't have to be input each year

It would be easier to just upload a PDF instead of having to go back and re-enter line by line.

With the GEAR UP APR changes coming out as late as they did, there was alot of confusion around how to respond. Additionally, the directions in the budget section were VERY unclear.

Understanding difficulty of accessing some data points, or help with the process. Some of the things requested recently (number of homeless or foster, students served by multiple federal programs, college student remedial course enrollment) are very difficult to track. I believe ED has provided some flexibility with these more challenging requirements which has been helpful, but we may continue to have challenges obtaining the necessary data.

More qualitative measures, sometimes it is difficult to describe with just numbers.

The new portal did not work appropriately in each section - I finally figured out I needed to add zeros in certain boxes to move to the next section even if it didn't apply to my grant. It was difficult to meet the small character requirements - I would have liked to know the # of characters ahead of time. I was unsure how to fill out the Objectives in section V.

Assist grantees in getting iron-clad data agreements from school districts. With the constant change in school district administrators, it is a constant battle to obtain data needed for the APR even when a diligent effort is being made.

Recent changes to APR were very confusing and last minute.

n/a

n/a

Provide a video of how to report

It's been helpful for me recently to learn how the Dept of Ed reports APR details back to congress and what they do with the APR and FPRs.

Im not sure of the usefulness of the optional questions. If they are optional, they should not be included.

This will be the first year I will complete the APR; I am a replacement director. I did not write the original proposal, but have spent the last 4 months familiarizing myself with where this grant is on the process. I contracted with xCalibur SCRIBE to implement a tracking system to better prepare for the APR and the FPR in the future. It would be helpful to not have 'surprise' requests for grant reporting during a pandemic shutdown when IT and other accounting staff are not available to provide the data.

Process is good.

In past reporting some boxes had to had text entered even if it did not apply. It was trial and error to get the report to allow submission.

Provide more clear and timely communications around reporting requirements. Provide information to grantees about how program data is used by ED.

The template this year was more user-friendly and efficient than the previous form.

I have no response at this time.

There was, as far as I'm aware, no training on the new site. I received an email directing me to the reporting site but nothing else. We had some problems initially because it had us set up as being in year 7, which was not the case, but after that was fixed, it seemed to run more smoothly.

Clear indicators and take feedback from the GUP community

Data Driven strategies and specific to the district or state.

Technical issues when trying to submit when everything was filled out properly. Long lag time in response.   The information asked for is not particularly helpful in for the project regarding evaluation. Much of what is done had to be reported in the narrative which was difficult in the space allowed. More input and coordination between grantees and DOE on what is valuable data to collect in the APR.

Suggestions to improve technical assistance Department staff provide?

More responsive to APR questions in a timely fashion.

Conduct minimum of bi-yearly training on any updates and changes, independent of conferences not developed by the by the dept.

Regular meetings, either face to face or virtual, to assist and provide guidance on laws and grant regulations

The technical assistance provided at conferences appear to be sufficient.

There is not a lot of technical assistance that comes from ED--especially with our changing world and the pandemic. There could be more openness to concerns so grantees stay in compliance while still providing services.

It ws only semi helpful, because I kept getting referred to different departments.

There really is very little technical assistance provided. It would be great if there were enough program office staff to really support grantees, but we (grantees) feel that they are so overworked that we don't want to bother them unless the issue has urgency to it.

Technical manuals to help provide further details about allowable activities, reporting expectations, and to clarify definitions.

Our technical issues are more university wide as opposed to nation wide.

It would be nice to have access to technical services beyond office hours - especially closer to the due date. Also to have FAQ link updated as questions are addressed.

It seems to me that TRiO programs do a better job of providing meaningful Priority training to their grantees. I would like GEAR UP to follow this type of training. It seems that Capacity Building Workshops and the annual conference is a great place for peer-to-peer mentoring but it lacks what I experienced in Priority 2 training with Trio programs.

I am not familiar with what is available to me, therefore marketing and explanation of the support available would be helpful.

I'm not aware that ED provides additional tech assistance beyond what is provided by program officers. Most of the technical assistance I receive is from NCCEP, which is excellent!

n/a

Ive never participated or accessed technical assistance

I have not had any contact with technical assistance, so I cannot answer this question really. I guess, improved communication on what technical assistance is available would be helpful.

USED technical assistance has been effective.

Share best practices on a regular basis. Provide FAQs to grantees Establish regular communication

Provide more opportunities for best practice sharing across programs. Provide more frequent communication regarding updates to spending and program guidance.

Reports from program officers at the NCCEP conferences help to clarify doubts and concerns.

I don't know that technical assistance exists as a toolkit or in an easily accessible location. [REDACTED] provided a lot of guidance and answers when needed and he basically served in that capacity. We have

a new PS now and I worry that he will not rise to the occasion. He has already been unresponsive to emails. The quality of technical assistance shouldn't be based on the competence of the PS but on the availability of the information.

At this time, the GEAR UP team at the USDE has been extremely helpful.

CUSTOM QUESTIONS

GEARPART - 2020 - Q13.2. How can GEAR UP improve the usefulness of the technical assistance you receive?

Provide more webinars on assisting with grant implementation and program regulations.

Timely communication.

OFFER technical assistance especially during these difficult times, instead of waiting for people to ask.

The wording of the last few questions regarding GEAR UP Partnership Program products and services was confusing and I was not sure exactly what you were asking. I answered the last couple in terms of the GEAR UP Partnership personnel at the DOE.

Timeliness of response can vary greatly based to who within the department you might be reaching out. [REDACTED] has been a delight to work with and is always prompt and very thorough with answers, but often getting response from program officers may require multiple prompts, which has delayed us being able to make programmatic decisions.

The issue with communication with GEAR UP is with university we are partnered with as opposed to the federal side.

Notification and introductions with Program Officer changes.

Maybe an e-newsletter bi-monthly or quarterly from the DOE.

Until recently I was not in communication much with program officer until I was re-assigned. That officer has been quick to reply to any questions so I am satisfied now, however it was not always this way.

n/a

n/a

A Guidebook would be helpful

[REDACTED] has always been extremely prompt and professional in all my communication. I think [REDACTED] is a wonderful asset to lead the team. I have had challenges with program officers timeliness in responding or the clarity of their answers. I believe this is only because they have large workloads and there's been changes in staffing in the past year or so.

Na

I've already answered this question; considering the preceding survey questions, I think this is supposed to be about partnership programs and services. I've had little to no contact with partnership programs and services. Or, maybe I have, but I don't know which agency falls under that category.

We are pleased with current level of TA.

Having access to a pdf archive of previous communications helps to clarify issues among my staff and reports when questions arise.

Being more timely with responses for critical matters.

GEARPART - 2020 - Q13.5. What can GEAR UP do to improve communication with you?

I am new to this grant so I am still learning a lot which is why the information being communicated is not clear all the time. I also feel like we receive requests for information that we had not anticipated so it takes time and some scrambling to get everything that is being requested without much warning.

Offer regular/standard forms of communication; maybe a monthly or quarterly newsletter.

The communication is going well.

Please make sure to respond to questions and make sure issues are resolved.

It would be helpful to release information needed in order to plan for what's to come. I've heard that competition awards are released late, which doesn't allow much time to plan for the upcoming school year.

I think more guidance, especially this past year, would have been helpful. However, I understand there was very little the office could base guidance on.

Communication is already very proficient within our program and program officer.

Most of my communication and reminders come from NCCEP and not Dept. of Ed.

Send timely information regarding issues we are facing. There was/continues to be a lag regarding guidance re: the pandemic and how it has/is affecting our programs.

n/a

n/a

GANs were very late this year which made for a stressful situation in both our internal funding and guaranteeing funding to the schools. More communication as to when we should expect these would have been helpful earlier in the summer so we could have planned better.

GAN's sent in a timely fashion

1. Send a monthly communication with relevant information for the next benchmark report needs. 2. Assign a program officer that has continued contact. I've had two points of contact program officers just in the last 6 months. If I had to call today with a question; I'm not sure who to call. 3. When a report is requested to be sent by email and is sent; please confirm receipt, so that I'm not worried that the report was not received.

We're pleased with current communication process.

Communicate on a regular basis

Develop and implement regular communications updates to programs (e.g. e-newsletters, webinars, etc)

Face-to-face communications at conferences (when they are allowed to resume) help to reassure grantees in the implementation of specific commitments listed in grant narratives.

We have a new PS, and [REDACTED] seems to be overwhelmed by the job. The best way to improve communication is to communicate. I've sent a few emails that have received no response. This rarely happened when [REDACTED] was our PS. Even if the response is a simple 'I am in receipt of your email and will respond as soon as I can.' with a number where [REDACTED] could be reached for more urgent matters, that would be better than silence.

GEARPART - 2020 - Q13.6. What is your preferred way to communicate regularly with your program specialist?

phone and email

GEARPART - 2020 - Q13.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Again, being new to a federal grant and this position, it's a steep learning curve. It's unclear - at times - who we should reach out to for more direction, guidance and support.

Be clear about what you want in the specifications.   Begin redefining postsecondary readiness to include trades, certification, workforce, and the military. College is not the only way to look at postsecondary preparation.   Provide enough time to write and complete the grant application. Provide multiple webinar and check in points to discuss concerns/questions Be transparent in how much a program could potentially receive. This helps us to best plan our partners and program models. The blanket amount coupled with the number of awards is not enough.

Begin the competition early enough so that the review process occurs earlier and awards could be made in time for school start

Clear directions for readers and scoring.

Currently, I don't have any suggestions for improvement.

Earlier award notice which would allow more time to plan prior to the start of the award funding

Early notification of RFP and technical assistance workshops.

Fairness Transparency Openness

I think clear communiaction about what our options will be moving forward will be very helpful.

I think GEAR UP needs to find better ways to evaluate services as compared to like populations without services, overall.

Information about the grant competition and priorities for the cycle earlier would be helpful as we typically try to start the grant writing process in the fall, but really there is nothing specific I think needs changed.

More adequately defined end of grant objectives both qualitative and quantitative.

More direct communication from the GEARUP specialist.

More notice of the RFP and more time to complete the application.

More transparency and timely information.

n/a

n/a

N/A

Nothing really. I would love it if information and competitive priorities were released earlier, but I understand why that is unlikely.

Prior experience points should be awarded for long-term, successful grantees, as they do in the TRIO world.

The overall process and protocols is similar to what I've experienced with grant programs with other federal agencies. The only recommendation I would make is a published timeline of what is due when without last minute changes. It does take more than 2 weeks to put together the data if someone on staff is quarantined or on vacation when the email request comes in.

Knowing in advance everything to submit for the year would be extremely helpful in planning processes to fulfill requests.

We're fine with current process.

GEAR UP – State

CORE QUESTIONS

Please describe how the Department could improve its website.

Update content. Make it more modern and user friendly. Ask GEAR UP grant recipients to help redesign. And remove old content.

Make it easier to search by program. More FAQs.

It sometimes takes a lot of searching to find one particular topic. I think redefine the tabs with more topic specific navigation.

Make sure the information is the most up to date. For example, when searching for GEAR UP most of the info that comes up is out dated.

Simplify where possible.

Share links to websites and/or programmatic resources for all GEAR UP grants

The links are very general and need to help the user be able to drill down to more specific information. The website has too much of the vague governmental look and feel.

Additional tabs and drop down boxes

Provide more information about program successes/resources

NA

Search engine optimization is needed. The ED website is still probably built on a technology that was 'advance' 20 years ago. When you do any search, it would give you information from the first day the baby was born to the death of the same baby 100 years later. If I just wanted when the person was 53.5 years old, I am still getting the birth and death and everything in between. Please revamp the search engine and be more precise when we do search for some information.

The resources are limited and could ask Gear Up grantees to share best practices that the Department would deem valuable.

update more frequently

How grant reporting process could be improved?

Simplify. Especially the data sections. And make clear instructions and guidance as to what is being requested - report contradicts itself in some places - we spend a lot of time interpreting. Also, only request what is absolutely needed...i.e. what we are being measured on. We are unsure, for example why we are requested to provide science course work information. If there is a specific reason what it is used for, please inform us. It's a lot of work to collect course work data.

I have had problems with the website actually saving and filing. Help Desk terrific!

Provide a technical manual with the APR that explains what's expected for each question. As of now there are a variety of interpretations a program can make in how to answer a number of the questions. That doesn't help us or you in reviewing the successes of GEAR UP.   Make the budget sections clearer as well as the student information. Again, too much room for interpretation. In the current APR the scholarship section is unhelpful. With a grant having a 10/1 start date, the way the questions are asked makes it virtually impossible to accurately report on scholarship funds disbursed. Also, there are priority and cohort models in GU. The APR confuses these regularly. A priority program cannot report it's numbers in teh same way a cohort program does. The form should account for that.

Simplify where possible.

The shift to reporting on the previous academic year has made things MUCH easier. Continue to work with GEAR UP grantees to revise/streamline the annual and final performance reports.

Student Service descriptions are way too vague (i.e. what is a 'Supportive Service'?)

Having a detailed Project Directors group reporting Q&A session.

Meet with the programs to ensure that meaningful data (across programs) is collected, including working to establish more specific definitions for data indicator(s) in some areas

For GEAR UP specifically, there are a lot of student level data needed to report. Getting data Memorandum of Understanding with schools/districts/state Department of ED is very difficult. The current climate among data owners is very much paranoid given the focus on student privacy and misunderstanding of the use of data for reporting.   Much of the academic data is not meaningful. For example, the number of student who progress from algebra to trig. This is great for a four-year college track but is meaningless to a two-year student.

Clarity around what the department is asking for in certain areas of the APR. The reporting website, which was recently changed to have text boxes, was difficult at best. The text boxes show a certain character limit, but you were unable to key up to that character limit. All boxes required and entry even if the response was 0 or N/A. Website support was not prompt.

Any changes in the APR would result in our scrambling for data. So we need time to do collection and compilation. The purpose of the APR, other than reporting to Congress and rating our performance for NCC, is not clear to grantees for how the collected data are used at the ED to improve program administration.

None needed.

Suggestions to improve technical assistance Department staff provide?

CFI Group

We are unsure what tech assistance the Dept staff provides. Our program contact has been helpful when we ask questions, but there is little resources available for grant recipients from the Department...like webinars, how-to tutorial videos, etc.

Provide more staff so that the response time to questions/concerns could be immediate (within 24 hours). When requests for information (budget carryover plans) provide a template so that the information you need is provided and time is not wasted on the state end gathering data that is not necessary.

If all of the department staff (Program Specialists) had an incredibly in-depth training about all of the facets of GEAR UP before they started, that would be good. Also, if the staff provided us the same answers to the same questions, it would be helpful. When Program Specialists ask for different things and provide different answers to the same questions, it makes it hard to want to ask them for anything. State grant directors meet regularly and when we have a request from ED and one state has heard from their Program Specialist that they want X, Y, and Z in great detail in response to the request, another state hears from theirs that they only need to provide X, and then someone else is asked to provide A it's mind boggling. When there's no consistency coming from the Program Specialists, it feels like there's inequity between how we are all be treated. It then becomes easier not to ask questions.

More comprehensive use and collection of FAQ. More links to key information, regulations, etc.

Other than ED sessions at the national NCCEP conference, I'm not aware that any of these things are provided by Department staff on an ongoing basis that are specific to GEAR UP grants. I do receive technical assistance when I initiate contact with my program officer, who is very helpful and responsive.

The information regarding compliance, allowable expenses, permissible services/activities needs to be correct and consistent. Conflicting advice from Program Officers is very common.

more communication

N/A

Provide recordings of the webinars for people who cannot make the session.

More opportunities to interact and ask questions of ED staff as was done virtually this summer.

Due partly to the staff changes at the ED, we were left without program specialist to contact other than the director, who has been superb. Now that new staff are hired, I hope improvement will be coming.

CUSTOM QUESTIONS

GEARSTATE - 2020 - Q12.2. How can GEAR UP improve the usefulness of the technical assistance you receive?

Is this the same question as previously asked? There is no training or tutorials provided - this is why NCCEP exists.

Hire more people and fund the US ED at a reasonable rate!

For technical assistance related to online APR/FPR information - actually work with GU program directors and/or data leads to discuss how the computer programming could work better to show

and support our information.   For general technical assistance - have all of the Program Specialists actually provide the same answer to the same question. Generally they are not on the same page so program directors get different, and at times conflicting, information when discussing info provided by their program specialist. At times the consensus is that we'd rather just not ask because the answers are rarely aligned, and at time, are not remotely accurate.

We have always received quick and responsive technical assistance.

Ensure accurate and consistent information is given.

more communication

N/A

Recordings of sessions.

The past 12 month experience has been impacted by the change of staff at ED and the COVID. So this has not been a 'normal' period. Given that, I am generally satisfied with ED's program specialists who I did contact.

None, I am completely satisfied.

GEARSTATE - 2020 - Q12.5. What can GEAR UP do to improve communication with you?

Not sure how the specialist is different than our main contact at DOE - did we already answer these questions? Regardless, when we reach out with questions, we typically receive adequate and timely responses.

Hire more staff at US ED and fund the OPE at a responsible rate so they can do their jobs well! Support the US ED and don't undermine them for political reasons.

Provide more staff to cut the number of grantees a specialist must supervise.

I inadvertently answered discussed this in my previous answer. The Program Specialists really need to work together to provide consistent information and answers to program directors questions or requests for information. When a Program Specialist stands up in front of a group of GU Directors and asks for their help answering a question, that's not good. It's also not helpful with GU Directors talk and we each got a different answer to the same question or request from our Specialists. It diminishes the credibility of ED and makes it hard to trust that we are being managed in an equitable manner.

Develop more FAQ to share.

More guidance on requests for budget updates - webinar or template would be helpful. Proactive communication about the status of funding/appropriations, new awards, new funding opportunities, new regulations/federal guidance that affect our work.

Be proactive and encourage feedback.

more emails and occasional phone calls for back and forth communication

N/A

NA

Sea earlier comments

Nothing, my program officer is very responsive.

GEARSTATE - 2020 - Q12.6. What is your preferred way to communicate regularly with your program specialist?

Individual emails and phone calls are always the best.

GEARSTATE - 2020 - Q12.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Better technical assistance workshops. More knowledgable information and clear as to what is being requested. Also, not to change grant requirements during the grant application process.

Clarity about scholarship component.

Get the grant information and timeline out early. Fund the US ED adequately to hire enough staff to perform basic duties in a timely manner. Announce awards in a timely manner prior to August 1st.

Get the RFP out early so that all concerns and questions can be answered in a timely manner. I don't mind reading through a lengthy document if it is clearly written and I have sufficient time to get clarification.

Having all of the information for the competition clear from the beginning. No changes to the RFP once it's been released. Setting realistic dates for submission. Setting some parameters for number of pages submitted. It used to be 40 pages, which seemed reasonable. Then ED waffled and refused to set a page limit. That's not helpful. Follow the rules that have been set for GU grants/competitions...1 state grant/state, 1/3 funding to state grants, 1/3 to partnerships, and 1/3 at the departments discretion. Stop changing the rules at the last minute. It's not fair for everyone who has poured their heart and soul into the grant writing process for the betterment of their state.

I have not been part of the competition process - I am a newer state director

I was not a part of the competition/application process.

I would benefit from more topic-specific webinars and Q & A opportunities.

More time to apply and capture data

N/A

Publish an anticipated competition schedule for at least three years.

Sufficient time is not allowed from grant posting to grant due date to allow for new institutions (unfamiliar with GEAR UP) to participate in the GEAR UP grant program. Changes to decision making/process/protocols should be communicated well in advance so that institutions can determine whether or not the program will be a good fit to help address needs.

We have not been in the competition this time around, but be consistent in messaging and stick to it is always appreciated.

Graduate Assistance in Areas of National Need Program

CORE QUESTIONS

Please describe how the Department could improve its website.

I think my main complaint is the way the GAANN program solicitation is written. It is rather brief, written in a newsletter form, and not necessarily organized logically. The proposal instructions are basically a list of evaluation criteria. It seems that the best way to write the proposal for the evaluators who have to assign points is to simply address the evaluation criteria using the same headings and in the order they are written in the solicitation. But it leads to a rather disorganized and not very creative proposal.

Clearer statement about future opportunities to apply for GAANN grants.

Post approximate dates of upcoming GAANN program solicitations within the next year. I fully understand that this may not be possible due to not knowing the budgets in advance, however, it will be very helpful to the University GAANN program directors in their planning

I do not have any specific suggestions at this time.

There should be an update GAANN Grant Director Handbook on the site. I found one that was out of date online elsewhere, and the handbook was very helpful. I believe the program no longer maintains such a resource, but this might want to be considered. I also found helpful guidance from the websites of other GAANN programs.

Login could be easier.

Post more FAQ for commonly reoccurring issues.

N/A

No major changes needed. The website is sufficient in its current form.

Provide more specific information for each individual grant program.

It looks good.

To provide a workflow of the program for any new admin staff to follow

We should be able to find out what the stipends and institutional payments are going to be for our budgeting, but when these change we do not know and then our budgets have to be corrected. If the office could be more transparent about changes that we need to implement, then we would have to do less back in forth. Our grants manager has been amazing with helping us navigate the changes.

The website is efficient, has a clean layout, and has all the information I expect to find.

I always have a hard time finding the details on the RFP for GAANN in HTML format like the NSF provides. In addition, It would be good if the GAANN program plans for acceptance of proposals were posted further in advance of the deadlines.

Updated information, clearer directions. Example, when reporting is coming up, the links were listed, but didn't work. No information about timeline or when reporting would be open or instructions available, etc.

Scrap it and do a new one

The need to change the password frequently, to one that is not similar to the past 5 or 6, is rather cumbersome.

[REDACTED] has always been very responsive and helpful.

i have trouble with my financial aid office regarding how my colleague institutions interpret whether health insurance is allowed by a GAANN grant, so website does not provide any guidance on this or tips other schools have used to allow this important type of aid

No knowledge/comments

The website is very good. I find that I get more information from the program officer and they are fabulous.

Easier navigation.

1. Fix any broken links within the website. 2. Customize content relevant for institutions vs individuals (where needed). 3. Modernize the look and feel of the website (e.g. add more color, pictures, and/or graphics).

Expanded FAQ

The frequency requiring password change may be reduced.

Without using the search function the site is somewhat difficult to navigate since there is so much information, and very few external users will make use of all that is there given the breadth of ED's scope.

How grant reporting process could be improved?

The reporting process was straightforward. I was surprised that we are not asked to report on more of the program elements that we proposed, but I am not complaining.

It would be helpful to have a version of the report that could be provided to administrative support staff who gathering the financial information for me. More clear explanations of what to enter in each field (and expectations on length of the entries) would also be helpful.

Some of the instructions about budget periods and what to include in different tables required clarification.

The current reporting system is working very well.

Alignment of dates to the academic year would make it much easier and more relevant to our work.

An automated save feature for the content you enter would be helpful

I do not have any specific suggestions.

I feel it is very clear as it is now.

NA

n/a

N/A

Doing very good, but it will be helpful if someone respond to question on a timely manner. Often time it is difficult to get a response.

None

Any information of GAANN fellows' report would be useful in preparing the report

The financial requirements are always very difficult because they do not align with either the academic year or the grant funding year. The numbers have to be run separately and estimated for the reporting period. Highly suggest making the reporting align with the funding year.

Greater clarity as to what costs go in each category.

The reporting process is clear and there is sufficient time to collect the data and complete the report. I believe I know how the data are used, but I have never looked at where the information is posted.

Some instructions are vague or contradicting.

the data collection particularly on former students who are no longer associated with the university is tedious

Our school is quarter system and payments are made as late as June. Entering expenditures as of April or May is not truly reflective of the status of the program.

easy to input data

Nothing on your end. We just have to work to collect and track the data better.

It would be good to also have an additional person get access to the reporting site. For example, I have two staff members who gather the financial and student data and if I could give them access to the site they can upload on their own.

Adding ability to preload prior year data.

Although there are probably some good reasons for doing that, at the time the annual reporting needs to be done the budget period did not end. It will be easier if the reporting period and budget period would fully match.

I was asked to submit the expenditure data multiple times within a relatively short period, which I felt excessive. There is also a discrepancy between reporting period and academic year, which often caused confusion on exactly what to report.

Suggestions to improve technical assistance Department staff provide?

The program officer is great; always very responsive and helpful. One thing that is a challenge is the uncertainty of the budget. The grants are awarded on Oct. 1, and it is difficult to recruit Fellows until the following fall, so you are immediately one year behind. It is unclear whether of how long the grant budget can carryover to following years, and this leads to a lot of uncertainty in hiring Fellows. We want to be sure that we have sufficient resources to support them all until graduation, and it matters whether they will have 1, 2 or 3 years of funding. But I feel uncertainty about that.

Nothing comes to mind

Nothing! [REDACTED] is extremely helpful and supportive.

I do not have any suggestions.

I believe our contact, [REDACTED], is so helpful with all of our questions. She is always prompt and always has a clear answer.

It is great

n/a

N/A

Timely feedback. May be they need more personnel to respond to all queries.

None

N/A

I have always received all the assistance I needed.

how to other universities handle issue of health insurance as part of GAANN program. i have colleagues that are allowed to cover it, my university will not and it is a very expense now. so would be nice to hear from others.

The staff is highly responsive and i've been very pleased with the interactions.

They are awesome. I have nothing but great things to say about them.

What is your job role?

Faculty

Academic Dean

Dean

CUSTOM QUESTIONS

GAANN - 2020 - Q27.2. How can GAANN improve the usefulness of the technical assistance you receive?

My prior answers are all specific to GAANN; it is the only ED program I am familiar with.

Improved clarity of whether GAANN funds may be used to appoint a fellow as a Teaching Assistant during his or her period of supervised teaching.

I do not have any suggestions.

I would be interested in having access to a GAANN Grant PI Handbook with a clearly spelled out FAQ.

[REDACTED] and her staff are outstanding.

n/a

Technical assistance was adequate.

N/A

None

I got outstanding assistance.

Provide clear instructions of how the programs are supposed to assign costs to each category. It is very difficult to figure out what is allowable based upon the language in the documents provided. Also, the changing funding levels are not well advertised and lead to confusion.

I am fully satisfied with the assistance I have received.

The grant funds come too late in the semester. This is not so much of an issue for years 2 and 3, but it is a major hurdle in year 1. Funds in October are just too late to recruit any new fellows that semester.

GAANN - 2020 - Q27.5. What can GAANN do to improve communication with you?

More frequent communication, particularly during the first year of the grant, that helped in guiding me in completing the reports and meeting the expectations would have been helpful.

No improvements needed at present

[REDACTED] does an excellent job

I do not have any suggestions.

[REDACTED] has been outstanding as a contact and guide.

The federal government should increase the amount of GAANN funds

Announcements of new grants can be made well in advance so that students can be recruited earlier and they can start with the academic year.

Communication was adequate.

Get back to question sooner.

None

N/A

adjust timeline. When awards are made in October (notified in September) then one cannot recruit for the current academic year. It would be much more helpful to get notice of award in July and start funding Sept 1 to align with the academic year

The communication is provided at a level that is appropriate for the Dept of Education employees, but it is not end user friendly and has caused confusion at our institution.

I am happy with the communication I receive.

Award decision are made in August and there is an expectation of being able to recruit Fellows for the same academic year. This is impossible. It would be better to have notification in January for award start in May so that there is time to specifically recruit GAANN Fellows for the upcoming academic year.

Focus ONLY on GAANN and not send other information via the same channel which is confusing

I am very satisfied with the communication that is received or sent to the GAANN specialist.

My school starts in middle of August. The fund does not come in by October. By the time the fund comes to the school, we are unable to use it for the semester because most candidates have received funding for the semester. This makes it difficult to use the fund in the first year. It will be useful for schools like my if something can be changed to address this issue.

The grant often starts after the start of the academic year and it is not possible to find suitable NEW fellows. An earlier start date OR allowing to postpone the first year will be helpful.

GAANN - 2020 - Q27.6. What is your preferred way to communicate regularly with your program specialist?

email or webinar

GAANN - 2020 - Q27.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Addressed earlier.

An onboarding webinar at the start of the grant and again (webinar or Q&A time) at the time the first report is able to be prepared could be really helpful.

Better clarity on the frequency of the grant competitions

Enough lead time in preparing a competitive grant application.

Get things set up to allow more surety before start of the semester

have grant awardees at least notified in january. we recruit students feb-april. It's hard to fill fellowships when the award is made August or September.

I do not have any suggestions.

I would welcome a program handbook. More information of any kind would be helpful at the beginning of the grant process. Now we are on a role.

It is great

More funding do more schools could benefit from this essential program to build our future STEM R&D workforce at the PhD level with domestic students.

n/a

N/A

No specific comment

None

Offer Webinar

Primarily to rethink the timeline (considering both semester and quarter based schools), and make budgeting process more clear.

Something to consider is increasing the amount that we can award students. We live a state with an higher than average cost of living, but our student's FAFSA determined need is so small compared to their actual need. This means that we have challenges to award the full amounts that our students actually need. If the program can increase to a set level exceeding the FAFSA determined need (e.g. enable awarding up to 30% excess over the FAFSA determined need but not exceeding the required institutional stipend), this would be so helpful to the students and the programs.

The instructions are clear and I have attended multiple meetings where I got al the explanations I needed. For first time applicants things look much more difficult.

Timing of proposal deadlines and award to match the recruitment cycle for Ph.D. programs.

We have found limitations at our institution to fund students as awarded. Some of their financial need (particularly if they have a spouse) has strictly limited what a student may be eligible for. The GAANN contact person seemed to think that our institution's financial aid office was putting too many limitations. While unsure of what the cause of those limitations are, perhaps clearer or broader guidelines from GAANN to the financial aid offices would allow funds to be used more

effectively. All is appreciated, however, and has been a great service to our students and program.

Grants for State Assessments

CORE QUESTIONS

Please describe how the Department could improve its website.

No specific ideas on improvements.

don't know

I have not had an opportunity to use the website extensively since its redesign but look forward to taking advantage of the improvements.

Sometimes I struggle to find what I'm looking for but when I find the correct page, the information is helpful and complete.

Make it easier to log in, and don't let my account expire so quickly.

I don't have any suggestions at this time.

N/A

N/A

It would be helpful to include easily found tutorials and/or guides to use the site, programs, and resources.

Resource could be more easily identifiable and most up to date policy/resources are clearly labeled.

The links on the OESE home page are very specific; I don't always realize that what I am looking for falls under the specific labels. I expected to see more general umbrellas so I could navigate on my own. When I couldn't navigate on my own, I used the search, but this brought up several items that were 6 or more years old. I eventually found what I was looking for, but it was not a seamless process.

I would like to see more directed information affecting policy and regulations.

It could be easier to navigate to the specific pages I need (on assessment and peer review requirements) from other sections of the Department's website.

Not my area of expertise, sorry.

Not sure if its me but often when I use the Seach feature I am presented with results that are either outdated or not relevant.

The information is often not updated quickly and it is difficult to find specific information

CFI Group

With so much information, the website is easy to navigate. Thanks.

How grant reporting process could be improved?

No specific improvements.

don't know

We had a situation where we could not enter the data accurately as the field was not aligned to our format. This is a one-off, but it was frustrating.

No suggestions. I am responding to the requirements for the state assessment grants and the reporting requirements are not as extensive as those for some other grants

I don't submit the report. It's submitted by someone else in the agency.

I am new to my position, so I think a tutorial or training for new assessment directors would be helpful. I am not sure what to do at this point.

I have no suggestions at this time.

N/A

nothing at this time

By adding additional guides/tutorials for first-time or beginning users.

NA

I don't know if there is an onboarding process for new state leaders, but it would be helpful to me to be able to have some sort of website tour or tutorial about how all of the various pieces fit together. I know that I will eventually learn through experience how to find my data, how to report my data, and how my data are used, but I don't currently have a good understanding of the 'big picture.' I do want to acknowledge that there is a significant amount of information to know, process, and understand. Eventually I will know, process, and understand to a greater degree than I do now. I have been in my role for a little more than a year. While I diligently seek information to answer questions I have, I don't always know which questions to ask. It would be helpful to have a roadmap or mentor of sorts.

Publishing a detailed list of questions asked and answers given would be helpful.

Suggestions to improve technical assistance Department staff provide?

No specific suggestions.

don't know

The Department staff is always willing to assist in a clear, effective, and timely manner.

Additional practical and topically based resources would be welcome. The shift to this type of resource over the last few years has been very helpful.

[REDACTED] is the most helpful and knowledgeable USDE staff person I have worked with. [REDACTED] is always professional and provides answers that are to the point.

I am not sure what technical assistance I have received.

I have no suggestions at this time.

N/A

nothing at this time

Resources that are more easily located on the website. The information shared in person and in webinars are fantastic, but it's time-consuming to locate these materials later, when they are needed.

State to State sharing opportunities

Primary Ed-Funded Technical Assistance Provider?

Comp Center.

Comprehensive Centers

R15 Comprehensive Center   RELWest

Regional Laboratory

The regional lab located at UNC-Greensboro, SERVE.

Group Projects Abroad program

CORE QUESTIONS

Please describe how the Department could improve its website.

I have been serving as program evaluator for YGPA and the program is based at the University of Ibadan

It's very hard to find application materials. Maybe that's more of a grants.gov issue, but it is extremely cumbersome.

I think it works quite well, although the application narrative could be presented with more defined sections.

Easier access to pertinent information and examples to complete reports

Looks good to me

Making crucial information more visible and adding redundancy of links

I had trouble filling out the PMIs--I could only enter in some information and then I got cut off when I wanted to enter in more

The website is fine but sometimes it seem that too much information is put together. Specific information regarding a specific grant program should be group together.

I'm not sure, but I do find it hard to get all of the information about the Fulbright-Hays Group program information from the site, for instance, looking for the latest call or awarded grants.

Less text

Cross - reference information on different landing pages - in particular, links to current contact emails and phone numbers for program officers and teams. An org chart would be helpful .

How grant reporting process could be improved?

Not applicable

We had difficulties in getting our participants to complete their reports, though that wasn't anything that USDE could have helped with, although [REDACTED] did say that [REDACTED] would write to the participants if they didn't do their part. Two of our participants had difficulty submitting their reports; I didn't see what they were seeing, but I suspect that that may have been user error rather than anything in IRIS.

Your data collection is limited in that most participants in Fulbright-Hays GPAs give presentations and create materials after the original submission of participant reports and even of the final overall report. I would suggest you contact the project director one year or 18 months after the conclusion of the travel program to see the long-term impact it had.

There was a budget-related section that popped up only after we submitted our budget narrative, and it wasn't clear to us if it was required.

The instructions were not quite clear about the budget reporting. I believe the site asked for two documents but I was only able to upload one.

Appreciate flexibility in completion of report

Works fine so far

Examples of previous reports that are similar to what is required.

I am unclear what is the difference between the project objectives and the project priorities. Also it is hard to fill out the PMIs--you can only enter some information and not all the information

The present grant reporting process is great . we do not have any problem with it as of now.

None needed.

I have not yet had to submit a full report, so I have little insight to share here

Better access to survey (participant) info .

Ensuring that students can gain access to any information they want to input after their program

How to improve participants' response rate?

Suggestions to improve technical assistance Department staff provide?

More funding and thorough supervision

The program officer we ended up [REDACTED] with was very helpful, and even when he didn't know the answer to questions, he sought help on those and got back to us quickly. I would give him a 10. The only reason that I put a lower number in this survey is because there was a change in personnel before he came on board, and at that point it was really difficult to get answers to our questions. I ended up asking questions of other people whom I know had been awarded grants from the same competition.

N/A

Works well

sometimes not sure who to ask--an IRIS tech support person or our program officer

The technical assistance the Department of Education is offering with respect to Group Projects Abroad is working well.

None needed, I did not seek technical assistance.

What is your job role?

Program Evaluator

Higher Education Department Chair

CUSTOM QUESTIONS

GPA - 2020 - Q32.2. How can Group Projects Abroad improve the usefulness of the technical assistance you receive?

Very Good

Just want to reiterate that any negatives that I am putting here are responding to an earlier period; by the time our GPA was completed, those had really been resolved. We extended our project twice for different reasons, and both times the we received good and timely support.

This isn't necessarily about technical assistance, but I wanted to comment on why the program falls slightly short of being an ideal program. The issue we sometimes have encountered (I have been involved with 7 GPAs) is financial. For some countries, the limit on funds is sufficient or even more than we need to request. For others (example: traveling from the U.S. West to Central Asia), the funding is insufficient. Part of the problem is that it really is necessary to have 2 trip leaders. (In one case in which I have been involved, one of the trip leaders has been injured - able to continue the program but lucky to have a second leader to take over sometimes; in another case, one of the trip leaders experienced a death in the family and had to return home a few days early.) Yet Fulbright-Hays funding allows for only one. So expenses for the second trip leader take up much of the participants' contribution, not leaving any to cover shortfall due to expensive travel conditions to or within a specific area.

N/A

Works great

i have had problems filling out some fields in IRIS. I asked for help about three weeks ago and the issue has not been resolved yet

What is in place is working fine./

None needed.

In the past 12 months, it's been excellent -- I have no complaints and no suggestions.

More extensive FAQs could help us triage questions so that we don't have to reach out as often.

GPA - 2020 - Q32.5. What can Group Projects Abroad do to improve communication with you?

By communicating verbally or in writing when it is necessary to do so

[REDACTED] does a great job.

It took a very long time to hear about the award. I think a note to say that we received your award and are still processing might have been helpful.

More frequent updates and notifications

None

Offering several options for communication other than predominantly email

our current program officer [REDACTED] is excellent and very responsive--much more so than the previous two program officers

The communication method as now is great great.

The first program officer I worked with was slow to answer questions and provided vague answers to questions related to the selection of applicants. The second program officer, who took over before we went abroad, we very helpful. The way to best improve communication is to provide straight answers to questions.

There is often terminology (what particular documents are called, for example) that is confusing

GPA - 2020 - Q32.6. What is your preferred way to communicate regularly with your program specialist?

Email ,Verbal or telephone

It really depends on the content of the communication. Blast distribution is fine for some things, but individual is better for other. So a combination is probably best.

High School Equivalency Program - Migrant Education

CORE QUESTIONS

Please describe how the Department could improve its website.

Provide a quick video on how to look up information.

I do not know whether it is possible to add as search items, common nicknames such as ¨Non Reg Guidelines,¨ or ¨HEP RFP.¨ Perhaps due to being a newer director, it is sometimes frustrating not knowing the proper search term to use to find what I need.

I have no recommendations

n/a

The website is well presented, no improvements come to mind for now.

N/A

Mainly suggestions of clarity: clearer headings, clearer indications when a user is on an OME vs. OESE vs. DOE site, and more intuitive links among sites.

Clearer definitions

Everything looks great.

I think the website is very user friendly.

No improvement needed

Little easier to navigate.

Retain OME Leadership, very approachable.

Remind everyone on where to locate certain items to ensure people are using or reviewing the website consistently.

Not sure...

User Friendly

NA

N/A

Ease of finding information

Resources specific for HEP in one area

The information can be difficult to find (not intuitive).

Provide toolbox of HEP materials - collection of sample application, student forms, and student workbooks for easy access for new program directors

I haven't used their website.

Provide a notification every time its been update.

None. All info needed is there.

Make it more useful friendly More information regarding programs

Some of the links are broke or outdated

User friendly with up-to-date information (latest meeting information is from 2017)

How grant reporting process could be improved?

Continue to provide examples during ADM. it helps to remind everyone and teaches new projects about submission requirements.

It is interesting but actually, due to budget restraints, OME is currently collecting LESS data than I think they should. Specifically, HSE numbers, I believe, should still be collected to ensure transparency. Given the current situation, I also think some pandemic data should be collected. I also think some multi-year data should be collected. Student long-term success is not easily measured within the same reporting period.

Reporting part D of the APR on an excel spreadsheet doesn't work very well.

the format is great right now.

No further suggestions for now.

N/A

No suggestions for improvement

Simplify it

I don't have any suggestions on the grant reporting process; everything is very efficient.

I have no problems with the grant reporting process

It is good now.

Provide additional information to the directors to help us understand all the HEP and CAMP programs

I think an explanation, from the onset, on why some APRs are due on September 30 (also cited as 9/28) vs. October 30th would prevent confusion for all grantees. A consistent message is always helpful. Thank you.

more examples

Use an electronic report in the OME website instead of the excel sheet.

CFI Group

Should notify the APR submission date at least 90 days in advance.

Use a reporting system like the Trio Programs...we are still using outdated tools like PDF and excel when we can have a reporting system that populates the final the final APR throughout the year.

The process is clear; however, the department focus tends to me only on the fiscal side. I feel that guidance on objectives is not always there.

N/A

Received feedback from the submitted report.

None. All webinars and guidance forms have clarity about submitting the APR.

Suggestions to improve technical assistance Department staff provide?

Recruitment for projects on a quarterly basis to give the opportunity for staff to be trained due to turnover.

I wish Department staff had a greater awareness of conditions on the ground.

Require new projects to participate in the mentoring process. They can get too far behind before they even realize that they need help.

N/A

No suggestions for improvement

Provide more feedback not just at the end of the year or when we are submitting reports

The OME Staff have always responded to me in a very timely manner.

A little more personalized instead of webinar so we can ask questions specifically regarding our project.

The recent Annual Directors Meeting (ADM) was a stark reminder of the benefits of in-person training. I believe the opportunity for networking and learning from our peers is at a great disadvantage under the online modality. It is my hope that once the pandemic is over, we can resume the normal in-person ADM.

Navigation toolbar

NA

N/A

Perhaps create a repository of information where HEP Directors can go to for forms, procedures, etc.

The evidence base evaluation is confusing. Our programs are unique and text to application is complex.

Create a repository of different forms/applications/practices used by HEP/CAMP programs

None

Primary Ed-Funded Technical Assistance Provider?

HEP/CAMP Annual Directors Meeting in September by OME

Office of Migrant Education

HEP - 2020 - Q62.6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program?

Eligibility scenarios for staff that is new to the program.

Logic models

Impact of raising the maximum award amount for HEP projects.

Budget presentations

N/A

No suggestions

I would like more feedback on whether we are progressing as expected.

The staff has always covered everything I have needed.

continue peer to peer learning opportunities.

Continue to discuss best practices.

N/A

Recruiting and instruction

More webinars with Adult ed professionals.

HEP - 2020 - Q62.7. What could the HEP team do to improve the content of technical assistance?

Provide eligibility scenarios training that is complex due to the new changes of work with COVID-19 and the changing population of who the farmworkers are in the US.

Make sure the technical assistance is apropos to programs serving adult learners (which the HEPs are).

Eliminate the requirement for the research component for HEP projects. The technical assistance in this area is difficult to align with how projects actually operate. We've not seen any good examples of a well implemented study with a HEP. They are trying to put a square peg in a round hole.

n/a

N/A

No suggestions

Reply to emails

Best practices on online teaching/resources

Be considerate of the COVID19 state restrictions and adjust the GPRA accordingly

Good now

When the covid situation improves have HEP team do site visits to see first hand the challenges on the ground.

I think regular need surveys, along with TA sessions for teachers, advisors and recruiters will help.

n/a

Record and post trainings in the website.

N/A

Provide specific successful strategies in dealing with COVID-19 challenges.

clarity

Create more 'open discussions' that are less structured and allow for dialogue between HEP directors

HEP - 2020 - Q62.8. What could the HEP team do to improve the structure or format of technical assistance?

Offer it quarterly instead of once a year, especially now that we are all connected with online platforms.

Make sure virtual meetings are on a platform allowing video and audio communication. Over the last year that was not always guaranteed.

The structure has been good so far.

n/a

N/A

The technical assistance often involves strict reading of technical assistance documents, which isn't super helpful; more guidance with interpretation would be welcome.

Provide a portal to submit questions and ensure that someone replies to all questions.

the structure of the technical assistance is great

None

Good now

not sure

n/a

N/A

N/A

Provide with an APR reporting system.

Allow for more time to ask questions. Sometimes programs seem afraid to ask 'the wrong question'

I like the zoom format way better than the others. It seems to work very well and you can see a maximum amount of participants. Use breakout room function for small group discussion.

HEP - 2020 - Q62.9. Please share any comments on how the HEP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs.

I would like more ideas and training for the placement of students after they obtain their GED.

I think the HEP team is doing the best they can under extraordinarily circumstances and with very limited resources. I wish OME could have more resources.

Eliminate the evaluation research piece for the HEP grants. We are service oriented grants, not research grants. Having the promising evidence research requirements yields little useful data for projects and we are putting valuable time into an activity that doesn't help us projects to improve.

continue to provide webinars throughout the year.

HEP team does a great job supporting the needs of our program.

N/A

I am happy with the support we receive in carrying out our project's goals.

I would just like feedback when I send emails.

More opportunities for collaboration with other programs

More support during the Pandemic. I know it is difficult because it is a new situation countrywide.

They have always supported our program.

You are doing an outstanding job

Simply understand the variation of services, given local needs

n/a

OME is doing an excellent job supporting the Coaching initiative.

N/A

Recruitment strategies and successful strategies to dealing with GPRAs as we face COVID challenges.

Respond quicker with more details.

Very thankful with the services provided by the HEP/CAMP team

HEP - 2020 - Q62.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMPteam should consider as a model?

Coalition on Adult Basic Education and some Adult State Programs that provide training in the area of placement for students.

I am too new to this world to be able to answer this question.

I don't know of any.

n/a

N/A

N/A

No

No

No

no

No

No

No

no

No

No

no

No. OME excels in their support and are always striving to improve. This is appreciated!

None

Successful program HEP/CAMP directors

TRIO programs have a reporting system that allows for data to be compiled into their APR throughout the year. Currently HEP programs have all different ways of gathering data and at the end it is put into an excel and PDF. Can there be a system used for all programs?

IDEA – Part C Infants and Toddlers with Disabilities Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Search doesn't seem to work very well. I find more content around regulatory requirements including official language on the TA websites.

Sometimes it feels 'overwhelming', and I have to wade through quite a bit to find topics I need that aren't the 'hot topics'. But I definitely appreciate that new Q&As have been at the top and easy to find. The content is awesome - just maybe some easier ways to really uses the site for research and supporting documents and info. Also, I would really appreciate specific sections that are prominent around 0-3 and 3-Kindergarten entrance, and Equity.

The website groups information by type (e.g., grants, laws, data); however, many users actually work within specific age ranges. It might work to have additional pages that target age ranges with the specific content (e.g., grants, laws, data) that relate to that age range.

The website seems to take you from one place to another depending upon what you click. It would be simpler if all information was on one page with content that is accessible without having to link to other areas.

the website serves its purpose. i am able to navigate through it easily. there are no suggestions to improve the website.

Information has been spread out across many websites. It's difficult to know which one has the information needed. OSEP had a webinar about the changes and you have to have the notes to find what is needed.

The website could be reorganized to better assist grantees. Having information in easy to find buckets or tabs that relate to each program area. I really like the newest Part C coordinator pages. It's easier to navigate and is visually appealing.

not intuitive, search engine doesn't end in results that i'm looking for, difficulty in finding items I need.

I don't use the Department's website much

The site seems very busy, perhaps the font and set up should be changed.

There is a tremendous about of information with limited search success. It would be helpful to have a search feature with more intuitiveness capability.

Our direct contact has been great - responsive to all requests.

How grant reporting process could be improved?

The new data management system released in January 2020 was a bit of a nightmare. Documents are old and outdated on the 360 website.

When they were new there was a lot of attention paid to the details. New Part C Coordinators and Data Managers missed out on that and it's hard to find emphasis reviewing an online document.

Admittedly it is new to me - My contact and TAs have been a huge help. The question about ease to access data needed for our reports reflects more on our state systems than on you all - so if this receives low scores from some state, I would recommend asking those states how you can help suppor them with their data systems - they are then asking for suppoort. :) One thing I really appreciate, especially as a newer person to this is that we are given a year or more of time to prepare for changes - this is critical for allowing us time to be ready: this is a very supportive gesture! THank you!

Provide specific instructions on what you want in the State Systemic Improvement Plan. The instructions are not clear.

Recent changes to the reporting website were intended to make the process easier; however, there were a few glitches (which are not unexpected for a new site) that caused our state difficulty in completing the process. Continuing to improve the website (as well as instructions) would be helpful. In addition, the language used in many guidance documents tends to be 'legalese' making it difficult to understand as well as (overly) broad, leaving it open to interpretation. Using more concrete examples (both positive and negative examples) would enable states to have a clearer, more concrete understanding of the guidance.

I don't have suggestions on how to improve the process other than provide new Part C Coordinators a one-stop shop to find materials needed for this and many other required processes.

there are no suggestions to improve the grant reporting process.

The issue this year was on submitting documents that met 508 compliance. There was little to no support to meet the requirement. When the requirement was introduced, there was no advance information, it just became a requirement--after documents had already been drafted.

I think it going to just take time getting used to the new system.   We are building a new data system that should improve our data reporting.

avoid duplication of sections of the APR and SSIP

too much of a reporting burden - too many regulatory requirements - places undue burden on states

Allow for a longer period of time to submit.

Make it allow the use of tables and charts...Rich Text Format.

Suggestions to improve technical assistance Department staff provide?

I have zero complaints.

I rated that as TA from ED not from the TA centers - if it had been the TA centers they would have been higher but ED doesn't really provide this kids of TA to states directly does it?

The department staff and grant-TAs that support are AMAZING. I would ensource the Deparment to support htme in supporting us with equity infusion into our work as a number one priority across all aspects of support. Also, supporting them and making it possible for them to suppoort new leaders for at least three years in a more intensive and supportive way is going to help increase longevity in positions and ultimately better outcomes for children and families. Also: Time. Time with them to develop deep and trusting relationships - this is core to what we are able to do all together for children and families in this country and our territories.

I do not depend on Department staff for most technical assistance. The OSEP funded technical assistance centers are my most used resources.

I think the TA provided is wonderful. No suggestions.

i access the Resources that are on the TA center websites. please continue to share these resources.

Responses not a reflection of OSEP staff, but the bureaucracy resulting in delayed responses to COVID-19 issues which were basically just a rehash of the regs. Not much which 'met our program needs' until way after the fact.

I think the DMS process is an opportunity for OSEP and TA centers to share examples for how state can prove to OSEP they are meeting federal requirements in each puzzle piece.

Department staff need to be knowledgable re: EBP's and implementation science and then have the ability/competencies to assist state staff in a measurable, effective way.

Primary Ed-Funded Technical Assistance Provider?

DaSy and ECTA

ECTAC

DaSy, ECPC, ECTA, (NCSI, PTAC)

ECTA, ITCA (not sure if they are an Ed-Funded TA, but I couldn't be the Coordinator I am without them), DaSy, WestEd, ...To be honest, all of the Ed-Funded TAs who touch the lives of infants, toddlers, and familie have supported us/me. We absolutely cannot do our work without them. THey provide an additional level of support that we need in addition to Department staff support.

The Early Childhood Technical Assistance Center The Center for IDEA Early Childhood Data Systems

ECTA Center, ECPC, and DaSy

DaSy, ECTA

ECTA, DASY,

ECTA, DaSy, and WestEd

DaSy

ECTA

DaSy ECTA

ECTA is our 'go-to' for everything! They have provided great information and kept Part C updated during COVID.

ECTA, DASY

ECTA

ECTA

ECTA, DaSy

What is your job role?

Part C Coordiator

Part C Coordinator

state coordinator

State staff

CUSTOM QUESTIONS

IDEA - Part C - 2020 - Q8.4. Think about the types of technical assistance and support provided by OSEP...Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

OSEP Director's letter is helpful, monthly TA calls are most helpful.

Monthly contact call. I do feel like our contact is fairly constrained on what they can and cannot say, which lead us to feeling less supported. I wish the model would change to a support model rather than a compliance model. Results Driven Accountability is a compliance model.

TA Calls that emphasize critical information.

All of the above! I am new and have been thirsty for all the information I have been able to get my hands on. During the past months since March, I would say the monthly TA calls, Q&As, and topical webinars have been most important for me - along with my TA support from our contact lead and TAs.

Question and Answer documents MSIP monthly TA calls topical webinars

Topical webinars, Question and Answer documents, and MSIP monthly TA calls

All of them are helpful.

Webinars, guidance documents, question and answer documents, and follow-up TA calls if needed.

Monthly TA calls, topical webinars

Tropical webinars, calls with state lead, calls with TA Centers

very responsive to my questions

dear colleague letters and Q/A documents

Question and answer documents

Monthly TA calls Topical webinars

Our State Contact - [REDACTED] - is excellent and has helped support us through this most difficult year. She responds quickly and gathers resources immediately needed to make decisions. We have been having monthly calls for many years and our communication has been open and frequent - this has been the BEST support ever in helping us meet the requirements and receive the TA needed to move forward!!

When details are shared as opposed to global statements.

IDEA - Part C - 2020 - Q8.5. Which types of assistance were least helpful?

Dear colleague letters.

Factory support. Support that can be obtained from the website, news letters, etc...

long wordy documents

n/a for me - I needed all of it as a new Coordinator! I felt very supported and responded to.

Newsletter

newsletters (only because I am often too busy to read them during the day and then they get lost in my email)

None

none is least helpful. all is very helpful.

None that comes to mind

Q&A documents related to COVID-19 were late and a re-hash of the regulations, offered no options for flexibilities.

Regular OSEP monthly calls

regulartory guidance is too complicated, it should be more direct and in layman's language

webinars

Webinars

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

CORE QUESTIONS

Please describe how the Department could improve its website.

some products are produced by OSEP, some by OCR, some by OSERS and not all products are cross referenced so users must navigate across three offices to find information. Not helpful

It is not truly accessible for all.

A webinar on how the site is organized and then how to search

I think I just need to navigate it on a more frequent basis to become familiar with the location for information I am seeking.

Make drop-downs with specific major headings so users do not have to go down rabbit holes to find the information they need. I often google the information rather than searching on the website.

Perhaps tabs that identify specific topic areas would be helpful. In many instances, the information is combined on a page with topics closely related, however, it becomes a 'maze' when trying to pinpoint information.

I love the recent data report and fact sheets! more of those and fact sheets on some high profile items for special education such as - Specially designed instruction, UDL and parent engagement.

It would be wonderful to include more interactive infographics such as the ones developed for Race/Ethnicity and IDEA across the country.

The ability to access information on one main site instead of multiple, changing web sites would be greatly appreciated. Also, timely posting of guidance, updats and materials from meetings would be helpful.

search frequently does not generate results. Additional tags to content would improve this function.

I find the site VERY hard to navigate. My suggestion is to bring together a focus group to dedicate time to review the site and then make recommendations

More timely and accurate information - models, tools, and templates made available.

Search feature should be more user friendly.

Website meets standards compared to other education related websites.

I appreciate the supports from USED. The Department has been responsive to the needs of SEAs. I would love to access the DCL and other guidance letters in an easier manner. It can be difficult to search and find.

How grant reporting process could be improved?

The incoming email is challenging since announcement come from different people as Ed. I know to look for emails from [REDACTED], but after that, I don't always see the incoming emails if I do not recognize the sender. It may be helpful to have one sender for all correspondence so emails do not get missed. Like 'OSEP State Director Message'.

Provide training to new State Directors on the process and what is the requirement of each section.

reduce the burden...significantly.

I am unsure at this time as we have had not difficulty navigating the existing reporting process.

Make sure the reviewers are on the same page. We have had different reviewers that require something we are not expecting that has never been required in the past. Also, have a training video recording walking through the requirements and the screen shots describing what should be submitted and how to submit it. I am referring to the SPP/APR.

Process works well; timeliness is critical.

Incoporporation of stakeholer feedback on revisions and updates to the reporting requirements. Using the data collected through reporting requirements to align with monitoring process is a way that is clear, transparent and based on data.

provide clearer, easier access.

Use data that is meaningful. it is difficult when using lag data

I do not have any complaints with the grant reporting process and have had no problems dealing with it.

Suggestions to improve technical assistance Department staff provide?

The TA is very helpful and well organized - resurfacing the 'placemat' might be a good idea, I use it for orientation for new SEA staff so they know who their program TA centers are.

The Department does't provide much useful TA. The TA Centers funded by the Department are wonderful and super helpful. But the Department itself isn't super helpful.

We currently receive excellent technical assistance.

We receive assistance from our State Lead monthly through calls. He facilitates most of our assistance needed which is great. The monthly webinars are good and factual. The OSEP-funded TA centers are phenomenal! We use them to the maximum extent. It would be helpful for OSEP staff to be able to give guidance. It seems as if their hands are tied and they are unable to say anything other than what the 'script' says. I feel they want to help but may not be able to help to the extent needed, at times.

Needs met.

Regular schedule of supports related to grant specific topics.

Technical assistance from the Department should be leveraged through the OSEP funded TA centers. Staff at the Department are not prepared or equipped to support the needs of programs at the state level either in infrastructure or experience.

Respond promptly to questions/request for guidance.

Primary Ed-Funded Technical Assistance Provider?

NCSI NCII Comprehensive Center Region 2 NDETA IDEA Data IDEA Fiscal many more

NCSI

Regional Laboratories Comprehensive Centers Neglected or Delinquent Education Technical Assistance Center

Region 11 Comp Center

NCSI-Wested has been very helpful with TA. We have used their personnel many times in the last 12 months.

NCSI CIFR

NCSI IDEA Data Center

NCIS NTACT DaSy ECTA

CiFR, NCSI, NCTACT, CADRE, NCEO and IDEA data center

Technical Assistance Center

Comprehensive Centers

NCSI

NCSI

NCSI Iris Center IDC

NCSI, IDC, NTAC, ECTA, Daisy

NCSI, NCII, IDC and CIFR

NTACT

CUSTOM QUESTIONS

IDEA - Part B - 2020 - Q7.5. Think about the types of technical assistance and support provided by OSEP ... Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

can't think of anything that was particularly helpful

Dear Colleague letters, Q&A docs, monthly TA calls, phone calls with state lead

Director newsletter, webinars and Q and A documents

Monthly TA calls, Q&A docs

MSIP monthly calls

Our TA provider shares upcoming dates and timelines and listens to what we have to say about issues we find with processes or policy statements. He openly shares this with others as we have seen evidence of some items being modified to incorporate our concerns.

Q and A documents; monthly calls; conversations with [REDACTED] or [REDACTED]

Question and Answer Documents

Question and Answer documents, OSEP Director's meeeting, one-on-one meeting with OSEP State Leads, Dear Colleague letters.

scheduled monthly meetings

TA Calls and topical webinars.

The OSEP TA Calls were minimally helpful but oftern did not align with the needs and/or current circumstances facing states. Timing and topics were out of touch. Q and A documents were not responsive to requets form the field and lacked clarity, depth and appripriate analysis.

Working with program coordinators for the PK grant.

IDEA - Part B - 2020 - Q7.6. Which types of assistance were least helpful?

Direct TA from OSEP staff. OSEP just has a lot of inexperienced people as state liaisons and suffers from high mobility. I will ask the TA centers for assistance before I ask OSEP staff, honestly.

often times when questions come up and the state lead is contacted the response is not always clear to states

state lead interactions

I have not seen any of his assistance as anything but helpful. He truly addresses us personally and has a positive attitude of support for our state (Kansas).

Dear Colleague letters

N/A

Newsletters

The relationship and communication from our state lead.

resources on the website.

IDEA - Part B - 2020 - Q7.8. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.

I would agree with automating the formula grant.

The turn around time should be less.

hugely helpful and time saving.

Time saver

I think it would have minimal impact on my state. We welcome the opportunity to move to a fully automated system for grant submission and approval.

No wet signature   Ensure timeliness

It may save some time depending on the accuracy of the information. The ability to edit the information should be easy to approved personnel.

No significant impact.

SUPER! this would safe a lot of time and effort on our end!

Increased efficiency with the process.

That would be a welcome innovation if they could support the timeline, program and technical assistance required.

it would be much more efficient.

Would make the process much for efficient.

I think it would have a positive impact and encourage it.

IDEA National Centers Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Clear, clean navigation that mirrors the standard navigation features of 2020. It is very hard to find info on the site and, often have a hard time finding things again later.

Just noticed that the TA resources for early childhood are not up to date. That should be addressed. I can't go back and change my rating on up to date information...I had not noticed that this tab was not current.

Too much scrolling is required

Perhaps tailor resources to the needs of visitors. Some may just want top level information, whereas others want a deeper dive in policy, legislation, or guidance.

Sometimes it is hard to find the information I am looking for, specifically the statutory language with citation for some things. For example, the other day, I was looking for 'the definition of UDL in the Higher Ed Opportunity Act' and where it appeared in the statute. I did get the information I needed, but it was from an outside agency rather than being able to be found through the search bar on the ed.gov site.

I mostly use the Department's site to locate information about upcoming grant competitions (forecast of funding). The site works perfectly for that purpose.

Precision of search results. Timeliness of resources. I think the timeliness has improved over the last 12 months, compared to years past.

How grant reporting process could be improved?

The system for entering performance reports is a bit challenging to use

No specific suggestions

It would be great if G-5 didn't have the character limit on the narrative section for performance measures.

I think it is very, very much improved over a few years ago. Thank you for that. One thing that I would like to see is that, when projects are selected for review by the study group, the PROJECTS also get the results of the review as a source of formative data to improve service and product improvement.

The process is mostly smooth. The character limits on the narrative portion of the objective chart form have been troublesome.

Suggestions to improve technical assistance Department staff provide?

It would be helpful if ED's practices mirrored evidence-based practices. We are held to that standard in our grant activities, but then see a lower standard coming out of ED.

I have always been really pleased by the support and affirmation of the OSEP project officers. They show a commitment to improving the outcomes for children and genuine dedication. I am so grateful for the guidance and support that we have received.

This is not on the Department per se, but it does feel like we could all benefit from knowing and sharing more about what the various centers are up to, identify opportunities for greater collaboration, etc.

We are all in unanticipated times. I fully understand that this makes it very difficult to provide any clear and unambiguous guidance since things are evolving, often by the day. Just keep moving forward as best you can and we who have the projects will do the same. Thank you.

Primary Ed-Funded Technical Assistance Provider?

Equity Assistance Center, Regional Laboratory

What is your job role?

Parent Center Director

CUSTOM QUESTIONS

IDEA - NAT - 2020 - Q11.4. Think about the types of technical assistance and support provided by OSEP...Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Dear Colleague letters and Q&A documents. However, because of the need to phrase things legally, the documents are sometimes less than helpful. I often skim one and think, 'Oh, this is helpful.' But then, after trying to use the info from the document and actually apply it, I find out that it is in fact sufficiently vague and fails to explain anything to the level of detail that would actually be helpful. The Endrew Q&A is an example of this.

I operate a project, am not involved in these activities

Q&A Documents, Dear Colleague letters

IDEA - NAT - 2020 - Q11.5. Which types of assistance were least helpful?

Equity assistance is often vague, not concrete, not actionable. Too high-level.

Immediate Aid to Restart School Operations

CORE QUESTIONS

Please describe how the Department could improve its website.

Creation of grantee portal with information such as grant specifics, reporting calendars, grant status, etc.

How grant reporting process could be improved?

Reporting portal and digital forms for submission with due dates, reminders, reporting schedules

Suggestions to improve technical assistance Department staff provide?

Sharing of resources and best practices from other states

CFI Group

RESTART - 2020 - Q38.2. Please describe your best technical assistance experience.

Monitoring best practices and resources, data collection

The federal Restart Team is always very helpful with our State Agency and we have good overall communication. I think one of the best technical assistance experiences that we have had was when the Puerto Rico Department of Education was requesting an extension of the availability of the Restart grant and they assisted us to obtain it. Another good experience was that after the hurricanes, the Restart Team took the time to come in a TA visit to Puerto Rico to see the context in which we were working regarding recuperation efforts. We visited schools and they were in the best disposition to help us to implement the program adequately.

Improving Basic Programs Operated by Local Educational Agencies Program

CORE QUESTIONS

Please describe how the Department could improve its website.

I think it is a great website. I think highlighting new and updated information would be helpful.

There are just a bunch of random letters and memos. It would be helpful to SEAs to provide specific resources and guidance to support the implementation of a quality Title I program, including Title I Part A requirements, effective practices, monitoring tools/templates, and helpful guides to overseeing a quality Title I program. This could be developed by using a timeline that includes what occurs from start to finish of a typical year by establishing a Title I program guide from eligibility and funding to evaluating and monitoring effectiveness with resources for each area to support this process. It would be nice to see a general overview of the responsibilities of a Title I Program Director and timeline of those responsibilities. This could include program models and design of Title I Schoolwide and Targeted Assistance programs as well fiscal duties.

The link to the Every Student Succeeds Act changed a couple of months ago, and the new online version is not as easy to navigate. Also, the ESSA webpage includes a link to key guidance, but this is different than the official OESE guidance webpage, so don't know if all the guidance on the ESSA guidance webpage are on the OESE guidance webpage, which is required for them to be in effect.

Putting all guidance documents in one location has been helpful. Thank you. The search function is still not very helpful as it is difficult to pull up exactly what you need when you are searching.

Providing more updated and relevant content and in a timely fashion.

Overall we are extremely happy with the support we have received.

Better links

It's not user-friendly, and old materials need to be archived.

More user-friendly. The home page could be redone with different options possibly?

the website needs to provide quick access to guidance documents and it needs to be easier to navigate.

Updating resources; more direct links to searches

How grant reporting process could be improved?

It is incredibly burdensome and places a huge strain on State resources.

It would be helpful if we had guidance on the grant reporting process.

The ED data portal is not always easy to access. or to find information.

It would be wonderful if we could get any information that will be needed for the reporting at the beginning of the grant. Some times we need to build systems in order to collect the information you want, and we can't build it after the fact. Knowing up front would be extremely helpful.

Suggestions to improve technical assistance Department staff provide?

I think the technical assistance provided overall is good, but I'm not sure I've worked with this specific staff.

Provide resources in an organized manner that is helpful to manage and oversee all program elements of Title I part A.

I really appreciate ED's staff's collaboration with NAESPA - it helps all of us do our work better. Please continue to collaborate.

I would like to see webinars held specifically for SEA Title I program staff.

More timely follow up to questions posed by LEAs and SEAs.

Are there conferences/workshops the Department provides regarding Title I, Part A?   Is there a technical resource center for Title I, Part A? If there are, it would be great to be more aware of those opportunities. If there are not, could those opportunities be considered?

Even in the midst of the pandemic and travel is limited, it would be helpful to have a virtual combined federal grants conference. It will help to connect and fill the gaps in knowledge as it relates to using federal funds to meet the needs of pandemic and beyond.

Primary Ed-Funded Technical Assistance Provider?

Comprehensive Center

Comprehensive Centers Neglected or Delinquent Education Technical Assistance Centers

Comprehensive Centers, Regional Laboratories, Equity Assistance Center

Ed Northwest Regional Center 17

NDTAC   McREL-NCCC

Region 10 Comprehensive Center

Region 15 Comprehensive Center WestED NCSI CSTI

REL Central at Marzano Research

REL, Comprehensive Center, N&D Education TAC

Wested

What is your job role?

Federal Policy Liaison

Indian Education Formula Grants to Local Education Agencies Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Notifications regarding Indian Education Programs to be given with plenty of advance notice and be included on the website.

Difficult to find answer at time.

Currently I am saisfied with the website.

506 form training

I have not been to the departments website so cannot give an opinion.

It would be good to have links to where we can find additional information regarding Office of Indian Education, Native American grants such as Title VI and Johnson O'Malley.

It is a good site. It may already be but I would like it to be more user friendly.

information seems repetitive from year to year. Like some new stuff.

The FAQs are hard to find specific information on. Improving that document for ease of locating specific information could be helpful.

It is sufficient enough in my opinion.

The aesthetic is outdated. It needs to be refreshed/updated.

I haven't had trouble so I really can't comment

No comment at this time, do not see a need to improve the website. Thank you

not sure

At this time I have no problem with the website.

No Comment

Nothing

Sometimes it does not save the information I put in.

I'm satisfied with how it is presented now.

Too many websites are designed more for computer 'geeks' and less for 'average' person. Occasionally, the wording or labels need additional clarification. Less Dell and more Mac.

I can sometimes be difficult with the username and password to login. Sometimes even though I have it written down I have to reset to get in the system and I hate having to change passwords.

Everything was easy to read and find information.

Make it more user friendly, rely less on government terms.

My only real complaint has been in regard to receiving updated ED506 Forms with new expiration dates, arriving late into the Fall after we have begun to register new students. Receiving those updates early in the Spring would be very helpful when conducting our Kindergarten Roundups, etc in May of the ending year.

Just tricky finding the correct sites. Have to go to one website to sign up for grant and another website/page for information and tutorials. Would be easier if there was only one site for all of it or a link on each site back to the other site. The other issue is going to Grants.gov or G5 and having to know the grant number to look things up. Seems a school should easily be able to log in with their name and CDS ID number and have a list of all grants they have done in the past or present-not have to search by grant number to start a new grant in a new year. Our school does Tit I, Tit II, Tit IV, REAP, Indian Ed, which was Tit VII and now Tit VI (confusing), Impact Aid. Not all are on the con app-some are stand alone. Very hard to train a new employee or keep track. Sure hope I don't have a major technology malfunction or

school office fire and lose hard copies. Hard enough to get a new computer operating system and lose all the bookmarks. Just went through that last year.

Update graphics and appearance.

Sometimes I feel it is hard to find information by using the search bar. Maybe use shorter terms in searches but over all I find what I need when on there

user friendly

Keeping the info up year round would be better. Any other programs it is linked to may need more instruction such as G5.

I wish I could print a sample copy with an example of the answer maybe. Just for the fact that sometimes I feel like 2 questions are asking the same thing and I'm not really sure what it is wanting. Nothing I have written has ever been rejected or anything so I obviously haven't been too far off just would like to be sure.

It seems as though there is a lot of information crammed into one space, and sometimes it is not clear where to find specific information.

N/A

I feel it could be a little less cluttered, perhaps sectioned off in a way that is more appealing rather. This site is so helpful but I do feel it could be more appealing.

my experience has been fin haven't had any issues and when needing assistance I have been given help in a timely manner

Organization of information and access to information that is listed in emails

I am not sue if you are referring to Grads360 or the US DOE.

It is hard to get to the correct area. Maybe have better definitions of what the areas represent.

How grant reporting process could be improved?

Clarity and transparency on what is being reported regarding grantees information.

Be very specific to data needed and why? These grants in my opinion are under funded, and requiring collection of data and pouring time into submitting a grant every year takes away from students' time. States already report test scores, attendance, etc. why require us to collect again.

Examples of Issues from various schools

Having the necessary forms easily available and updated versions.

I believe it is sufficient for the needs of the grant.

Not all districts keep track of Average Daily Attendance. When asking for attendance data, I suggest Chronic Absent Data. Chronic absent data deals with the students we target regarding does not meet proficiency. thanks

I like the EDEN system. It is simple and straight forward.

our LEA, Native students make 10% or less of total student population. EdFacts Data does not even populate data on the Academics, Attendance, or Graduation. Often, each school has to use their own calculations and I tally total or average, which sometimes makes data difficult to report accurately.

The reporting process is fairly easy.

It would be good to make it more specific to each schools needs.

Clear measures for reporting data would be helpful.

It is a simple reporting format and the helpline is excellent. Hard to have a simple report that is also flexible for local concerns. I would err on the side of simple which I believe the department has done.

???

Less paperwork, more flexibility in determining success of programming such as qualitative data rather than quantitative

I haven't had issues so I can't comment

No comment towards improving the reporting process. Thank you

not sure

No problems at this time.

No Comment

Combine personnel changes, registration, and Part I together. These are all small separate reports that require 3 responses. Many programs are very busy and less would be better.

I would like more detail in how you use the data given.

If we could use one year instead of different years for certain questions.

Simplify. Increase the options (answers) to questions. Allow flexibility in the delivery of material in the program.

The reporting process was very easy to complete.

CFI Group

The grant reporting process is not relevant to the students served in academic progress. Comparing all Indian students, many of which do not meet the federal definition for the grant, makes the data meaningless. In addition, comparing to all students, with the Indian students included, is also a false comparison.

To improve the grant reporting process, webinars would work for me.

No comment

Just went through it for first time last year. Did not see a benefit to our school and not sure how data is used. This year I believe I have heard that reporting is waived due to COVID closures. Hope that is the case. Would be near impossible to hold a parent committee meeting by Zoom in our rural location. The families and teachers are struggling enough just to do distance learning and classroom meetings and online assignments when many do not have internet connectivity. I can catch some of them when they come down to school individually for a meeting with teacher, but it would take a lot of time. Our school only receives +/- $5000-seems there should be a parameter, such as schools receiving more than $20K or $50k need to report but schools under a certain amount waived. Generally we are small schools with a small population and one person has to do all these applications and reporting and meeting notices, report writing, management of school policies, etc. That person happens to be me and it is a busy job on a part time schedule of 20-25 hours a week. Made harder by school closure/distance learning from March 13, 2020 to the present.

Request data during the year instead of after the year has closed.

Reporting process is okay.

Not all schools use windows. All computers in our district are macs it would be nice if the online portions of the applications were compatable with other program than PC's internet explorer. I have to go use a computer from the finance side for banking rather than my education computer to submit the grant.

More instruction from Dept of ED or Easie when things are added and NOT adding anything in the summer months.

Carry over information from the previous year in all areas, then the LEA would be able to just go in and delete or add to what was used the previous year.

N/A

Clarification in data required and availability of information.

Suggestions to improve technical assistance Department staff provide?

Make sure responses are timely and informational for grantees.

I only assistance I received is hep with login.

Examples of issues within the various programs

When receiving technical assistance one usually defers to another department and musical chairs starts to play out.

It would be great to have some training videos throughout the school year that can give ideas or clarification of what is expected. It would also be great to have group collaboration with other Native American programs across the state.

There are some gray areas with the grant. If there was a handbook that specifically stated what can and cannot be done with the money and program staff that would help. Example; Using program staff to cover non native non program classes. Using program staff to cover phones at receptionist desk for district not directly related to the grant. What constitutes an emergency to allow this to happen or is it legal within the grant guidelines?

Never had onsite TA. I receive training at conferences in past years.

The Department staff is always helpful and quick to respond with all questions.

More training and specific information about what all we could do with our programs.

Until the options were listed, I didnt know they existed.

they are extremely helpful with the technicalities of the report. Really haven't used them for data analysis support.

??

When the grant deadline is approaching, please stop calling every 10 minutes. Also, our student count numbers increased quite a bit this year due to online enrollments that collected 506s as well as a target campaign by our staff to go to homes to collect missing 506s. We were accused by [REDACTED] of lying about our numbers and demanding a recount despite my previously submitted explanation as to why the numbers increased. That is NOT professional.

I haven't had issues so I can't comment

No comment, have not had any trouble for assistance. Thank you

not sure

none at this time

No Comment

The staff has always been very helpful by telling me exactly what I need to do.

More local trainings.

They are very helpful and I can't think of anything at the moment.

The service received has been adequate. Answers to questions are clear.

No comment.

Provide presentations of best practices, not a recitation of the guidance. Separate training for new practitioners and veteran grant managers, or put the new information first and specifically call it out. Training at conferences should be live streamed at the same time for programs that cannot support the travel to have access. Training should also be recorded and available via a library.

Any changes that are recommended are usually given in the comment sections. It would help if assistance is given with this section.

Some of the jargon is very technical, sometimes a challenge to implement 'in the field.'

The change in venue of sharing information face to face... now virtual is a steep learning curve for some. As time moves on and staff are expected to work in these conditions the understanding and acceptability of sharing information should become more user friendly.

Not really sure what is offered other than tutorials on how to complete the application the first year our school signed up for the Indian Ed formula grant.

Evidence-based programs and resources

They are awesome to work with

Adding things to the grant needs to be taught better.

Provide online workshops of best practices.

Primary Ed-Funded Technical Assistance Provider?

Regional

If your talking about Title VI EASIE I reach out from time to time to get assistance but didn't record anything other than that.

NWREL

21st Century Community Learning Centers.

--Neglected or Delinquent Education Technical Assistance Center --Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

REL Region 15

Resetting password

y4y

What is your job role?

Administrator

Director of Federal Programs

Title VI Coordinator

Director

Principal

Program Manager

School Principal

Academic Services Manager

Education Director

Homeliving Specialist

CUSTOM QUESTIONS

OIE FORM - 2020 - Q48.7. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e., State Conferences, National Associations, Federal Program Conferences, etc.)?

All staff attends the Oklahoma Council for Indian Education yearly state conference.

National -used to

[REDACTED]   Occasional NIEA conference

National Association for Bilingual Education, Indigenous Language Institute, State Bilingual Conference and various trainings done by the Indian Education Department for New Mexico.

National Indian Education Association, Tribal conferences.

National Indian Education Conference Minnesota State Indian Education Conference Local

NIEA, NJOMA, SJOMA, OCIE, Local Consortium meetings, Local tribal professional development training.

Oklahoma Council for Indian Education Conference National Indian Education Assoc Conference

We attend the NIEA conference, NJOM conference, state JOM conference, and OCIE conference each year.

Anything local or free. There is not enough room in the budget to service children and pay expensive fees for conferences.

Local district and tribal professional development. NIEA. State conferences through the Michigan Department of Education.

State conferences and support from our ESD

Local, State, National, and Federal Program Conferences.

Webinars

NIEA Conference, JOM Conference, Drop out Conference, Family Engagement Conference

Professional Staff training is provided through our local Vo-Tech Facility and other State Department workshops.   Thank you

We have a very small Indian population and sometimes it is difficult to plan for them effectively

None currently

Mainly the online training sessions, Impact Aid, and tribal educational meetings.

State Indian Education Conference

Federal Programs though the state department. Tribal consultations.

NIEA, NJOMA, OCIE, State JOM Conference

None

Federal and state conferences

We have just done online training as our travel is constrained.

California Native American Conference, College Board Native American Conference, Local 4 year university curriculum and college going conferences.

None

National Indian Education Association convention, California Indian Education Conference

I simply try to watch (live) any of the webinars offered by your agency. I meet with other Title VI coordinators in the area on a yearly basis.

MT Indian Education Association Conference, Natl' Indian Education Association Conference

The Annual California Conference on American Indian Education. Tuolumne band of Me-Wuk Language Symposium.

none too costly for a small school to send staff to trainings. Webinars a more affordable option.

Evidence-based programs

I have attended conferences when held in Okla

Miea, National Miea

None other than online ones and state conferences about grants. Due to travel cost. We live in an isolated community.

State and National conferences. Local meetings with districts and Tribes.

State Conference Impact aid Conference

State Conferences

State Conferences

State Federal Program Conferences

Webinars provided by U.S. Department of Education Indian Education

OIE FORM - 2020 - Q48.8. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs?

Additional supportive frequently asked questions to address ED 506 forms and parent committees.

Allowing more time for part II of grant.

Bring about normality

Clear consistent expectations on 506 form, allowable expenses.

Communication about forms and processes.

Create a video of what other programs are doing across the nation. We need to be able to share ideas and gather ideas that are working with the students.

Do several webinars going over this survey

Ease of use

I am Familiar with OIE but was not too familiar with the Local Grants products and service.   is this the same as our Title VI grants for our Indian Ed programs. If so, I didn't know we had products?

I would like more clarification on the acceptability of electronic signature on the 506 form.

I'd like to see more localized training and conferences that are free to staff members so we can learn more about what all we can offer our students and help to expand our programs.

In the past, staff directives have changed. Notification of such changes was not clearly communicated.

Increased communication.

Keep the 506 form updated and make is electronically fillable with digital signature.

Make the EASIE grant process easier to navigate and use multiple search engines rather than just the one

Maybe allow an additional hour or two when calling from the west coast

No comments at this time to improve the technical assistance or program improvements. Thank you

not sure

nothing

Nothing at this time.

Nothing. When I have a problem and a solution is rendered.

Offer more local training.

Offer webinars

OIE does a really great job keeping us informed and especially deadlines. Can't think of anything that needs improvement at the moment.

OIE has been accommodating with information and suggestions to the specific program.

Overall, I have been very happy with the program and assistance.

Provide sessions on highlights of other programs to share ideas.

Provide training that is on demand, and designate new information at the beginning of the session.

Provide webinars.

Share links to evidence-based professional development opportunities for educators and administrators. For example, WestEd https://www.wested.org/services/professional-development/ provides an excellent range of webinars and training opportunities. University of Minnesota's Check and Connect model http://www.checkandconnect.umn.edu/, California Collaborative for Educational Excellence, https://ccee-ca.org/resources/distance-teaching-learning/

Sorry, but I'm not sure. This pandemic has given me many questions as to how to run this program safely. (e.g. How to hold the public forum?)

Unsure

Uploading documents to the grant is awkward. It would be nice to make that easier.   We are told to have certain people to attend our meetings, then they are not able to sign The PCA form, such as a tribal representative, staff member, Superintendent/Principal. So why include them then say sorry you can't sign the form? I understand they are needed for the process but they should be counted showing their attendance is counted.

Waive reporting/ requirement for parent committee meetings until all schools are back on normal operating system with open campus' and parents able to attend public meetings on the school site.

Innovative Approaches to Literacy Program

CORE QUESTIONS

Please describe how the Department could improve its website.

no suggestions

No suggestions. I used it mainly when applying for the grant several years ago and not so much this year.

Everything look great.

Navigating the website is a bit confusing. A selection menu from the main page for the entire site might be a solution. Others may not be having such an issue as I have not had to log into the website frequently.

This may be an operator error situation here but it would be nice if the program officers linked to each project had information immediately available. The site could also benefit from visual success of past and current projects.

Additional clarity regarding submitting reports.

NA

I feel like the site was designed for contractors/vendors instead of practitioners.

Nothing at this time.

I think the site is probably fine, the only issues are probably the user (me). The search aspect could be a little better is seems.

I have found the website to be easy to use and workable

live Chat box for questions would be helpful.

The site is usable and somewhat user friendly. Search features could be better.

How grant reporting process could be improved?

no suggestions

The process, and my understanding of it, has become clearer over the years. Something to save passwords would be nice.

Better connectivity and in-person conversation.

I appreciate all the work that our grant personnel have put in to make our experience so great! A few times loading reports have been an issue. However, it isn't anything that would equate to a bad experience and I have no suggestions at this time on improvement

I think the grant reporting process is very effective and easy to complete reports

Give better understanding of grant reporting timetables. I do not receive much correspondence from program officer at all.

G5 did not have paperwork. I filed out forms and submitted directly to Washington. I don't think those forms were ever uploaded.   So, a more workable G5 experience could be helpful. Everyone was extremely helpful to find a solution to the situation.

What I personally appreciate is the time the program managers take each cycle to host a webinar with expectations. As a first time submitter, the format seemed overwhelming but, we were walked through the process and told what needed to be completed both in the interim and final report.

Submitting reports/evaluations can be mainstream, providing the ability to attached documents.

NA

System is clunky. Needs to be more user-friendly.

I think spotlights on programs would be useful for modeling/replicating purposes.

The reporting process is fine.

More best practice sharing on how other grant partners are collecting and analyzing data and using it to drive program improvements. More transparency on how the DOE uses the grant reporting data we provide

It's sometimes difficult to separate the IPR and APR requirements out from each other in G5. I think our program might not fit the same mold as many other IAL grantees due to our very national focus vs. specific local impact, so our comments should not be taken as indicative of all grantees' experience.

My only difficulty with the grant is the G5 which seems almost impossible at times to maneuver

Please provide more assistance with the reporting process. Please host conference calls with the Project Director to discuss reporting process procedures.

Suggestions to improve technical assistance Department staff provide?

no suggestions

Areas marked don't know/not applicable are ones where we have not reached out.

Department staff have been more than accommodating given their caseload.

Honestly, our experience as a whole has been very pleasant and without complaint!

I have not had to use technical assistance often. When I have it is very efficient.

I havent received anything at all concerning technical assistance. I receive very little communication at all.

Is there a direct website for consultation with peers?

Maybe there could be email communication that is shared that gives office hours to address all aspects of the project. In some cases in the previous set of questions, I wasn't aware that some of those resources were available.

n/a

NA

NA

Spotlights on model programs would be useful.

The technical assistance we have received has been incredible.

These has been several program officer transitions and limited technical assistance supports provided outside of periodic check-ins and requirements for IPRs and APRs. Opportunities for optional collaboration/knowledge sharing calls across grant partners pursuing similar projects could be helpful

Primary Ed-Funded Technical Assistance Provider?

When I got logged out, they provided assistance.

Youth for Youth, 21st Century Programs

What is your job role?

Director of Innovation

Project Director

Javits Program

CORE QUESTIONS

Please describe how the Department could improve its website.

So far, I am very satisfied with the website. Thank you.

Javits program PO has provided good guidance for our projects throughout the years. We do appreciate working with her.

More information. Update information.

I didn't use the website, only G5.

n/a

The website is frequently out of date and showing information about activities and deadlines that are long past. Even if there is no new information to add, it would be helpful if old information were removed.

Focus on the audience of the grantee rather than the general public.

The website updates seem to happen extremely infrequently, so information posted there is often over a year out of date. Even if new information is not available, it would seem more professional to remove outdated information. Also, it would be helpful as a grantee to have a contact name or PI name for other grants listed on the website, to support efforts to collaborate and communicate about ongoing work.

You could improve the website by making grantees aware of its existence and what it can do for grantees. It appears that this website does not make it straightforward to find items specific to the funding stream for one's grant.

Each improvement that has been made is helpful. It is a process and it is getting better with each iteration. Thank you. Perhaps after a few more months using the site, I could have a more targeted answer.

Make it more visually engaging; under awards, include links and to other Javits-funded projects' homepages to facilitate communication among other projects. Add a section re: implementation under COVID 19

You could add a link to the G5 site. You should include more information about the Jacob Javits Program.

I wasn't aware of this change and therefore haven't spent any time on it. I typically just search in Google for Javits information and that works fine. However, what I do NOT know is how to get on an email list so I know when new grant applications are available. Does that exist? If not, it should so people are informed about new grant opportunities.

Information was not up to date. There needs to be a specific place to reference the Jacob Javits materials. It is not well distinguished from other departments.

More information about changes due to COVID19, if there were any.

No feedback at this time

I admit to using this resource less than I use many other websites. I do search it, but often the information I need is better followed-up with the program staff who are excellent and well-informed.

The technical support is usually pretty good. Thank you. Most PIs are phenomenally busy and it is challenging to manage everything required by the department. The website could be a place where it would be nice to be able to easily access things. For example, I just got a message about a budget revision. It would be so have had a direct link in the email, that took me right to the document that I need to submit ...

Had everything we needed. :)

n/a

password issues are challenging but help is always provided.

How grant reporting process could be improved?

The format of the performance report may need to be revised. Current form seems to be mroe appropriate for other types of projects such as construction project. If the form can be more appropriate for reporting the education project, our report can contain more meaningful data. Currently, I use additional blank pages to report important findings of the project.

I have had numerous persons assigned to the grant oversight. The first person was excellent but every person after that has been a disappointment. They were not knowledgeable and they did not return emails or phone calls promptly. They promised regular communication but did not deliver it. The reporting requirements are superficial and fail to capture the true outcomes of the grant.

Better understanding of how data is used. Forms are fine and easy to use.

The materials were never loaded into G5 so we emailed them to the program officer. She tried to fix, but it was a problem within G5.

We'd like to know earlier what goes into things like the final report, for example to see examples of what it might look like.

There seems to be a lack of clarity and consistency around due dates, access to G5, and use of G5. Report due dates and formats have been changed more than once (including moving deadlines earlier with little notice).

Less reporting

Have more consistency among programs for reporting.

Consider developing a separate webinar on the appropriate use of carry forward requests particularly in a year with COVID 19.

It is definitely a process and we happen to have an excellent program officer, [REDACTED], who offers guidance each step of the way. Her attentiveness to our questions is most valuable and appreciative. I think having a knowledgeable program officer is the key to understanding and engaging in the process. The personal customer service aspect is critical.

More frequent communication

You should make drastic changes to the G5 site. That site is old and extremely difficult to navigate. The site is clumsy and not user-friendly.

The biggest issue I had when filling out the final report was that it wasn't clear until it was too late that I needed our authorizer's approval before submitting the final report. This makes sense but I don't recall any guidance that gave me a heads-up on this process so that significantly delayed my ability to submit the data on my target date. Please make sure in the future that this step is noted right up-front.

1. Consistency between what the program director and program officer report and respond to questions. Information provided by the department conflicted with what we were asked to submit. 2. The program officer needs to be more independent to respond to questions and project details. 3. The G5 needs to have more consistent reporting fields for the time-referenced material. 4. Off-schedule reports should be requested with 30+ days notice.

I would like to learn more about how the data is used.

At the end of our third year, I feel as if we finally have a team assigned to us with the goal of truly supporting us. We've had three project liaisons, and our current one is amazing. She has made all of the pieces come together to make sense, and though she can be tough, she is always professional, always responsive, and always leaves us feeling as though we have a strong advocate for our project's success. Thank you, [REDACTED]!

This is not a suggestion from improvement, but rather to confirm that the report webinars and the accessibility of program staff are critical to our ability to report effectively.

Direct links in emails would be helpful. Also, it would be helpful if our grants accounting people could get into the site more easily.

Provide a clear timeline of all reporting that will need to occur by month for the whole FY.

Suggestions to improve technical assistance Department staff provide?

DOE may inform means and opportunities to share best practices between peers more often. I have not received information about this from DOE often yet.

There was hardly any technical assistance beyond a webinar, infrequent contacts, and a couple of meetings early on

Collaboration with other grant recipients.

More opportunities for peer-to-peer sharing.

No improvement is necessary! [REDACTED] and [REDACTED] are simply incredible folks!

They are responsive, but there is very little TA. Networking grantees would be helpful.

Our project officer is simply excellent. She responds quickly, carefully, and is easily available to us. As a PI, I very much appreciate her approach. She is aces!   What we do miss is the interaction among project teams and researchers that a face-to-face (or in these days a distance meeting) would provide to us. These meetings were a feature of previous Javits experiences. They would be welcome again.

Developing a positive working relationship with one's program officer is critical. We have been fortunate to have an excellent program officer. A knowledgeable program officer that offers assistance to help the project succeed is an absolute necessity. Feedback and questions answered in a timely fashion are crucial when implementing a project. All positive paths lead to a caring and knowledgeable program officer.

There has been very minimal technical assistance re: the preceding topics concerning technical assistance. As an experienced director of Javits grants, that has not been a problem for our project but I would think new directors might need more technical assistance

I do not think that the technical assistance needs improvement as much as ED could facilitate interactive and collaborative opportunities for productive intercourse between grantees. Additionally, learning opportunities should be made available for grantees to learn and practice skills required to improve grant facilitation, data collection, and report preparation. Lastly, ED could offer workshops or online training in grant document preparation to encourage and assist potential applicants, thus increasing the number of applicants.

Regularly scheduled meetings would be appreciated.

following are criteria that should be considered: 1) greater familiarity with the grant in order to respond to questions related to the grant (knowledge further than total budget allocations), 2) information reporting that is relevant to the objectives of the grant rather than just compliance, 3) feedback on report content

Networking opportunities.

At the end of our third year, we have yet to convene with other grantees. With the onset of the COVID lockdown, any plans for this year have turned virtual and we do have a meeting coming at the end of October. I was a GEAR UP grant coordinator and would have loved to see what others were doing who received the Javits grant. I am looking forward to our convening in October.

The interactions with our program officer are a pleasure and always helpful. I could learn from other grantees as we face the pandemic challenges together.

Primary Ed-Funded Technical Assistance Provider?

Javits Grant personnel

What is your job role?

Researcher

PI

School District Project Director

PI

Univeristy faculty

PI

Professor/PI

CUSTOM QUESTIONS

GT - 2020 - Q67.6. What topics would you like discussed during Javits meetings, webinars, or phone calls to help you implement a high-quality program?

Whenever I had questions, they were answered promptly through individual emails and phone calls. So, I had no problem in implementing my project yet.

Provide guidance beyond what I can read from a slide

I would like to discuss some project challenges to obtain ideas from other Javits programs.

Research models and methods, findings, lessons learned, influence of pandemic on the grant

Organization of information so that reporting will be easier.

There are very few to no meetings or webinars, so any connections would be nice among grantees. While the program officer is fantastic, there seems to be little to no commitment from US DoE for this program.

We appreciate that how to file reports is a focus of the webinars. Other topics could include discussions of data collection challenges in schools and ways to overcome them and ways to connect with other Javits grant awardees for collaborative presentations and dissemination activities.

How other grantees work successfully with their budget offices in institutions of higher education--processes followed, business management systems used, etc.

As I said, since I have extensive experience in directing Javits projects, I am very familiar with implementing a Javits project, but new directors may need more technical assistance.

I do not have any at this time.

Upcoming grant opportunities. Best practices on performance measures.

1) the process of decision making and the length of time to receive a decision needs to be more transparent, 2) an inability for consistent communication within and across grants, 3) greater communication regarding the outcomes of the grants and their effects on education within and across states, 4) re-establishing annual research meeting to discuss national grant efforts

Budget adjustments due to COVID19. Funding predictions.

Honest feedback for where we are in the grant process. Honest feedback and problem solving conversations to ensure we stay on track. Examples of other grants from which we might learn.

How have other projects adapted pre-testing and post-test schedules and formats to respond to the pandemic? I am particularly interested in test collection from young students.

there's been tremendous amounts of turnover and so the questions are really not applicable across each of the program officers we have had assigned to us

Timelines for reports and process for no-cost extensions.

GT - 2020 - Q67.7. Please share any comments and/or ideas on how the Javits team can improve its support of your project-specific work.

As mentioned, the performance report form is not appropriate for education project. If the form can be revised more appropriately for the education project, it will be great.

Assign people with knowledge of the program who will respond promptly to communications and will take the time to be really informed about my project

I can't think of anything. The PO has been awesome.

More communication.

More concentrated capacity building around culturally responsive practices with communities, families, and youth.

more peer-to-peer interaction, more consistency in program officers

My biggest concern is the inconsistency of response among the team and delays in response that limit the productivity of the project. Communication is inconsistent and intermittent. I understand that there are many demands on the team's time, but I have gone weeks or months without receiving responses to questions and requests for communication.

My project specialists have been very timely with answering my questions and providing assistance. They are extremely supportive and want to ensure the success of our grant project.

Network, shared opportunities around identification of gifted students or programming from the grant.

Overall I am pleased to be part of the Javits program and grateful for the opportunity to do the work. I generally find the reporting process to be reasonable and have in the past found the project team to be helpful. In recent months I have seen a substantial decline in that support, with messages and requests that go unanswered for weeks at a time. My project progress has been significantly hampered by communication delays. I am reluctant to speak so critically of a

program that I value so much, but the current quality of support and communication is quite unsatisfactory.

Perhaps convene a zoom (or other platform meeting) so that new awardees could meet existing awardees. That begins to build a cohort of awardees.

Please continue with excellent communication and impeccable customer service. Our program officer has been excellent. Hope we will continue with our same program officer. It is difficult when there is a change in a program officer during implementation of a project. Consistency is and building a relationship with one's program officer is important. Thank you!

Provide optional webinars on topics in gifted education, such as new resources, various G/T theories

Reports

Staff turnover at ED has made it stressful and more difficult to operate efficiently and effectively.

The amount of Javits funding available each year is ridiculous. And, it seems that each year there is a chance that what little funding exists could be cut. None of this is the fault of program staff but does reflect poorly on the federal commitment to gifted/talented students.

The outcomes of the Javits grants need to be disseminated within the Department of Education. Please note how NSF has used information from grants to inform educational agencies and the public. Javits grants have not had this as a priority in the last 5 years.

Very satisfied about the support I receive.

We appreciate that we now have a project lead who is very responsive, professional, and empathetically firm. I wish she had been with us for three years to develop not only our relationship, but deep familiarity with what we are trying to accomplish. We are certainly on the right path now and I hope we can finish our work together!

We are blessed with our program officer. It is a pleasure and a relief to have access to an informative and supportive professional.

Language Resource Centers program

CORE QUESTIONS

Please describe how the Department could improve its website.

It seems the primary audience for the LRC program website is present and prospect grantees. I wish there stories about the impact that these grants have including infographics.

I do not have any specific recommendations. It seems to work just fine. I do wish the IRIS interface could be updated and maybe a little more user-friendly.

How grant reporting process could be improved?

[REDACTED] is a wonderful grant officer -- she is responsive, clear and always helpful.

The focus on performance is good, in my opinion, but when you get to the third and fourth year of performance, there is usually the needs for adjustment so that more meaningful data can be reported. Sometimes it's frustrating to see that there are performance measures that were missed and other ones that were over or underestimated. There are always fluctuations along the 4 year grant period that are difficult to account for.

I think IRIS could use an update. Other than that, we are clear on what data we need to report and what the deadlines are.

The numbers and questions are arbitrary and do not give huge insight into impact or reach. The benchmarks are clear, but also shift as a project develops to it makes the reporting process less useful.

Suggestions to improve technical assistance Department staff provide?

The Dept of Ed staff are outstanding. It has always been a joy to work with them.

I always received superb technical assistance from IFLE. Whenever I had doubts, they have been very quick to respond and very accurate and clear in their responses.

CUSTOM QUESTIONS

LRC - 2020 - Q31.2. How can Language Research Centers improve the usefulness of the technical assistance you receive?

Keep doing what you are doing.

Magnet Schools Assistance Program

CORE QUESTIONS

Please describe how the Department could improve its website.

I have not used it recently and would not be able to speak to that.

I rarely use the OESE website and rely on the MSAP Center site. Mostly, I use the OESE site when I am writing the grant to look at prior funded projects but the last time I did that was over three years ago. Most recently, I do believe I looked at the site for our program officer's contact information and I was able to find it.

N/A

Although it has improved over the years, it is still somewhat difficult to find what I am looking for when I search the website itself. For example, when searching for past awarded grants (PDFs, samples, etc.) there are a lot of website links/pages you have to click through or go through in order to specifically find what I am looking for.

Provide recorded webinars to watch at a later point. List resources for recruitment and marketing. Share links and resources that have been useful for other Magnet Schools.

Greater clarity, ease in finding contact information for individuals.

It would be nice if they might streamline or categorize information in larger chunks, so it might take fewer clicks to get where you need to go.

NA

I do not have a response at this time.

No suggestions

Perhaps links or contacts in states/districts working on similar projects/implementation.

When searching for specific information, I often have to type in the search multiple times until I have the right verbiage that will find what I'm looking for. That is not an unusual issue when searching for information.

No suggestions at this time.

The website has provided what I need and in order to support all partners, continue to update information regularly.

Under 'Grantees and Applicants', it only shows information pertaining to Charters and Migrant Education. It would be very helpful and inclusive if 'Magnet' was included.

N/A

The website is user friendly and easy to navigate through.

How grant reporting process could be improved?

No recommendations at this time.

The least useful data to report and the most difficult to obtain is the GPRA data and I realize that is a requirement for the program office's report to Congress. The first year, reporting requirements were much more confusing, as we were given multiple documents with different instructions/guidance on the same reporting item. This has improved immensely and I appreciate that.

Address real issues related to the impact of the pandemic.

The data collection is the biggest headache especially with working with the enrollment and application data because we are having to add data for each school/site and each subgroup, grade level group, etc. It is very tedious. Data we entered in April's APR should be pre-populated and grayed for October's AD-

HOC that would be the same data being reporting (ie- lottery application). Also, for the GRAD360 it is not user-friendly and seems to be redundant information.

Streamline and eliminate sections that may not be necessary or needed.

Clarity in guidance.

The questions in the executive summary replicate some of the questions within the report itself. For example, we are asked to discuss whether we were able to reduce MGI in question # 6 (?) of the executive summary, but there is a separate question within the MAPS site that asks the same question. A thorough screening to reduce redundancy would be helpful.

NA

No response at this time.

no suggestions

N/A

NA

Provide a better option for explaining progress or lack of progress related to the project. Reporting the budget narrative is cumbersome.

It is difficult to create one reporting process that applies to school districts from all across the country. Districts are all different sizes with an array of school choice policies and procedures in place. With all those structural differences and variables in mind, the current grant reporting process is relatively easy to follow and complete.

Provide feedback on the APR and Ad Hoc submissions. Additionally, provide Project Directors with specific details about the report and if the grantee is on track with the federal expectations.

It is understandable that the pandemic affected everyone; however, some of the information that we have to report does not take this into consideration. Understandably, this information should be included in the narrative but test data, for example, should be 'grayed out' for this reporting period.

It would help to be compassionate when dealing with world crises such as a pandemic. Maybe offer an extension if needed to some districts.

MAPS times out too quickly resulting in lost data.

N/A

The process is clear.

The reporting could be improved with the ability to upload or append data from excel directly to the site.

Suggestions to improve technical assistance Department staff provide?

I would like to have more connections with other STEM/STEAM schools.

TA is not individualized and/or differentiated. I find that most of the sessions are at a basic level which is sometimes appropriate for us, but often not. There is almost no opportunity for peer sharing, except at the project directors' meeting. Pieces of those meetings are helpful, but there are still too many large group sessions that are primarily meaningless. The smaller sessions where you select a topic of interest tend to be better, as long as they are well planned and well facilitated. It's been hit or miss. I have worked on other federal grants where the TA provider has regular contact with your project, and has content area knowledge. They are able to connect you with resources, experts, and other grantees who may have experience related to your issue or may be grappling with the same issue. The MSAP Center staff do not seem to be content area experts, and that is not the role that they fill. They are extremely helpful and responsive when it comes to the reporting system. Some other areas of the website are less helpful because the included material is old. The site might be more helpful if some of the older information was archived.

The department barely acknowledged issues related to COvID-19. There is been little to no communication regarding how we adjust.

More information about what technical assistance can be provided; More check-ins with grantees for needs/assistance, more technical assistance available than webinars.

No feedback at this time.

Contact grantees to inquire as to what support is needed.

I think a clear FAQ sheet or overview outlining what services they intend to provide would be helpful.

NA

No elaboration for this question at this time. [REDACTED]

no suggestions

Nothing at this time.

The assistance needs to be more individualized and address issues as they relate to the specific project.

The combination of ongoing technical assistance from individual staff members along with everything typically provided at the annual MSAP Project Directors meeting has always met or exceeded the needs and expectations of local team members.

The technical assistance received has been sufficient in supporting the work of the grantee.

The webinars assumes that everyone at the same point in the grant process. There should be webinars for specific areas rather than a 'one-size, fits all' approach.

Primary Ed-Funded Technical Assistance Provider?

I receive emails from both REL and EAC. I sometimes read resources that they have linked in those emails and if I recall correctly I and/or staff participated in at least one of their webinars. I haven't received individual support (and I have not requested/expected it) so it's hard to remember exactly where resources are coming from.

Msap center

MSAP Technical Assistance Center

MSAP Technical Assistance Center

MSAP Technical Assistance Center has assisted with the grant reporting as well as assisting in identified service providers for professional development needs.

online professional development.

[REDACTED]

What is your job role?

Assistant Superintendent

Assistant Superintendent

MSAP Project Director

Mental Health Demonstration Grants program

CORE QUESTIONS

Please describe how the Department could improve its website.

I have not used this website but will do so in the future. Marketing of the availability and resources for this site would increase traffick.

I really have no substantive suggestions at this time. I like the way the site is organized.

I think that sharing success stories from programs is vital for all of our work. Could this be in combination with a social media platform to spread the word on good work being demonstrated?

No recommendation at this time.

Promote and market it more, I honestly did not know that mush about it.

I think the website is fine.

None.

I have not accessed the website yet. I just tried as I was filling out this survey and was not able to reach the website.

Overall, I believe the website is laid out well. When dealing with such a large amount of information, it can be difficult to make it one-step accessible. Perhaps in the search area increasing the amount of words that would help link specific information.

Consistently updated with current and upcoming events, etc.

I have not looked at it since the redesign.

I need more assistance with making changes in line items

How grant reporting process could be improved?

Exemplar example of a completed report would be helpful.

Specifically how data is used that is reported is not known. The session held to provide guidance on what's needed in the report is helpful.

I know that the G5 system is being upgraded. I have had fairly good success with it.

Training should be provided early in the process for collecting and reporting accurate requirements on time. It has often felt like we don't know of the requirements in time to collect and report. When indicators are changed we need around 12 months notice.

The reporting process is fine.

None

A little more warning of when the reporting meetings will take place for ease of scheduling.

Since this is a demonstration grant, I believe we're all learning together as to the best ways to report and what information needs to be reported. Overall, the department has been very helpful in navigating this process.

GPRA measures on the MHPD demonstration is grant are not reflective of the services and activities being provided by the grants. The RFP was to increase mental health professionals in schools and the

GPRA measures are restricting these mental health professionals to be employed by the LEA. Shouldn't the goal be to determine more students are receiving much needed services as opposed to just measuring if LEAs are increasing the employment rates???

The templates are quite a pain to work with. Either let me submit in Word or PDF doc. Fitting the information into the template is tedious and time consuming and quite unnecessary for the necessity of the lengthy written responses needed. The excel sheets however are excellent.

Suggestions to improve technical assistance Department staff provide?

TA and Department staff are excellent resources!

Provide specific resources to assist with grant management would be appreciated.

I don't think this can be improved at this time. We have regular technical assistance meetings monthly as a grant program group, and we also individual program assistance meetings (also monthly).

More often

AIR has provided the best TA that I have ever had the pleasure of working with.

I am happy with the assistance we receive.

[REDACTED] is amazing! She is responsive and helpful and always available for a question!

Our TA person [REDACTED] and his colleagues are very responsive and helpful. I cannot think of any improvements needed.

Our technical advisor has been excellent. He listens to our concerns, guides us appropriately, provides excellent resources to enhance our grant's offerings to parents, students and staff.

Time is a valuable commodity for everyone working in the schools right now. Making sure meetings are kept to providing relevant information only with limited social interaction or just providing the information via emails or setting up chatrooms for questions only would be helpful instead of 1-2 hour webinars or zoom meetings.

Primary Ed-Funded Technical Assistance Provider?

CADRE

[REDACTED]

National Center for Safe and Supportive Learning Environments

NCSSLE

NCSSLE

T4PA, REMS, NCSSLE, Education Northwest

What is your job role?

Office Directot

Migrant Education Programs (Title I, Part C)

CORE QUESTIONS

Please describe how the Department could improve its website.

Can't easily find information. Results website is the go to for information.

One general search button that would cross reference all areas on the site, not just the spot you're viewing, would be great.

Adding new headers such as 'hot topics' or 'current issues'

I use RESULTS more than I do department website because I find it easier.

If referring to the Results site, it is very useful. If referring to the U.S. Department of Education's website, there are several clicks needed in order to find what you want.

None at this time.

More updated information and user friendly. Improve how to search information.

Including more visuals that connect to student services.

I have used the Results.gov website extensively and find everything I need there. It is an excellent website. I haven't looked at this website.

No suggestions at this time.

Provide more updates within the Title I Part C - Migrant Program.

More options for easier navigation

Make it easier to find from the main ed.gov website. The results.ed.gov website should be linked on the MEP section somewhere. Could not find it. Funding appropriates seems to be very outdated. I could not find the current (or any) Title I-C monitoring document. There is just a description of monitoring.

N/A

No suggestions

Much of the guidance that is truly helpful with the migrant program is on the results.ed.gov page. It was tough to find a link to that resource. Some of the true resources seem hidden. I recall there previously being much more guidance provided on this page. I understand not wanting to duplicate information but making it easier to find the page where the information is located would be helpful.

I just do not feel that I find what I am looking for many times.

Make the projected allocations more easily accessible.

Make it more user friendly, easier to find relevant documents.

Have more up to date information regarding grant awards regarding HEP CAMP

more user friendly and maybe QA section

N/A

Make the section of the law a one-click link.

No improvement necessary.

How grant reporting process could be improved?

webinars should have level of experience incorporated into planning (differentiate)

It's fine for people that have been through it a few times, but if new to completing it seems that some of the content might require more clarification. There is so much to learn with migrant education.

Set the same due date for all reporting data files.

It is confusing that two groups seem to be involved in the process so that double work is sometimes required. OME provides excellent support and resources.

This program has more reporting requirements than Title IA does and the allocations are very small compared to Title IA.

The presentations prior to CSPR could be improved upon.

User friendly materials and information.

Include and or deliver a mentor/guide for new state directors.

Some CSPR narratives questions need to be broken down into discrete questions/or sub-questions rather than asking for a lot of different information in a single response.

No suggestions at this time.

By making submission steps clearer.

Pleased with process

It would have been nice to know which CIG we belonged to prior to funds being issued.

It would be helpful it you provided more guidance on each of the MDEs. For example, define what you mean by chronic or acute for the Medical Alert MDE. It would also be helpful if you reconsidered the timeframes in which we need to get some of the MDEs into MSIX. For example, the course history MDE timelines are difficult to meet.

N/A

We report so much, more than most other programs. Review data and prioritize the most important data needed for program management.

It feels like a duplicated step when we already submit the majority of this information through MSIX.

During the pandemic and disasters state experienced this year, data reporting takes a back seat to the health and well being. It maybe best to use the 2018-19 data for allocations to account foe the variance that will be seen in the data.

Stop using 1990s era excel spreadsheets for input of textual data. These are extremely difficult to work with/enter information into. The Migrant reporting requirements are extremely onerous and time consuming. Find a way to streamline.

Better technical assistance in completing the reports - in laymans terms. Make the spreadsheets and requested templates more user friendly.

More frequent and shorter feedback documents needed.

streamline it

getting award letters as early in the spring as possible so we can have actual allocations loaded to districts instead of giving out estimates and having to re-allocate later

The process and comments we receive in feedback seem to differ from year to year.

The CSPR process has changed every year in the last three years. I appreciate efforts to simplify but sometimes that change actually makes it more confusing and then more difficult.

Suggestions to improve technical assistance Department staff provide?

more diversity in program representation as many states' profiles are not exemplified in the 3-4 state programs that are usually present and share

When I need questions answered, it's usually something I need quickly. Sometimes I have to consult with other directors to receive information more timely to my need.

Share best practices that are applicable to states' needs/demographics

More opportunity for State Director calls and more ways for states to share information and resources with each other. On calls, it seems as if large states with large amount of resources are highlighted. This is not very helpful for states with limited MEP staff and resources.

The technical assistance provided is boring in presentation style.

None

Schedule one on one orientation meetings with new directors.

Continue to offer webinars on a variety of topics as is done now. No change needed.

The MEP staff has been underserved for a significant amount of time. I am glad they have hired additional staff this year to support the program at the national level which in turn is beneficial for the state programs.

Provide more trainings.

Small cluster meetings to discuss best practices; more efficient response to questions submitted

Update the non-regulatory guidance. Only Chapter II has been updated. It would be nice to have the other sections be updated to reflect current terminology and references.

n/a

no suggestions

As with any organization, ongoing training would be more useful than one long training opportunity. Recently a change was mentioned about external reinterviewing and it was shared the handbook/training materials wouldn't be updated to reflect that change. (that's a very abbreviated version). These materials should be ever-changing and reflective of current practices/expectations.

Anytime an answer is provided to a state, provide it to all the states. Also, arm program staff with legal support to respond quicker to pandemic related questions.

Answering emails in a timely manner.

Develop cohorts of MEP state personnel based on years of experience

use real life scenarios to explain nuances of eligibility

technical assistance has been beyond amazing..from calls to more frequent emails..just waiting anxiously to hear more about the allocations for next year based on the migrant low numbers this year due to COVID

Too many times the answers to questions that I have are not answered or it takes way too long to get an answer or at least a discussion. We need more conversations with program staff and not so much being fed information

Primary Ed-Funded Technical Assistance Provider?

Comprehensive Centers-RC15

Comprehensive Center

regional lab

What is your job role?

Program Manager

CUSTOM QUESTIONS

MEP - 2020 - Q40.1. How can the program office's services be improved over the next year to better meet the needs of new State Directors in implementing the MEP? (Please cite specific recommendations).

strengthen the mentoring program; provide networking opportunities;

When I started there were mentors. That was a great help to me. Maybe a list of directors and a variety of related topics regarding migrant education, who would be a good source to contact for further clarification on questions that arise. Maybe a mentor hotline to call for general questions.

Clearly, provide steps and explain responsibilities of their role as State Directors.

Continue the ADM, even if virtual, increase interactions among states, and easier mechanism to share state models, I really appreciate the level of support provided by OME. I work with other Federal Programs, and no other office is as responsive or accessible.

Continue with the mentor program and continue to build in time and opportunities for directors to network and work together on tasks.

Different presentation style; better marketing style in presenting products and TA.

Expedite responses to state questions in a more timely manner way.

CFI Group

Facilitate collaboration between new Directors and experienced State Directors

I believe the communication piece with state directors would help to achieve better success with program implementation at the staet level.

I think partnering a new director with an experienced director has been very beneficial. Continue to have the Annual Director's Meeting. When conferences resume, continue to offer sessions at national migrant conferences (e.g. NASDME, ID&R Forum). Continue to call in at IMEC meetings. Continue to offer newsletters. I would say continue everything you are currently doing.

Increase the number of OME staff so the OME team has adequate time to support state MEP's. Especially since the program has numerous new state directors.

It needs to improve the system for answering questions within a reasonable time frame.

Just more efficient response to questions

Mentoring of new state director   Additional opportunities for communication with other states

More guidance on how to leverage Title I-C funds during this pandemic. Provide more guidance on supplement, not supplant under the Title I-C program. It would be helpful to receive guidance or considerations we need to think through when 'braiding' Title I-C funds with other programs.

n/a

not sure

ongoing training, perhaps connecting new state coordinators with other new state coordinators for support. I found this through my CIG and it greatly enhanced my understanding and program. Make the materials more user friendly for training through the Results site. Have a shortcut guide for where to look for information within the documentation. Any personal connection would also be helpful.

organized mentoring opportunities for new and existing staff. monthly webinars

Please respond to questions that we have. In the past I have always been please with the turn around time when I have had questions pertaining to my program. In the past 2 years there have been many times that my questions were never answered. I have been in this role for many many years so the questions I have need answer from US ED.

Provide more timely responses and guidance anticipating pandemic challenges

Reform in the data collection area, streamline, simplify and provide modern platforms for input.

Responding to emails in a timely manner across the board.

The meeting in March is vital to the success of the MEP. Please find a way to offer the presentations virtually during the pandemic.

CFI Group

Understand the complexity of service delivery, student assessment and identification and recruitment on the ground with respect to COVID-19 and other emerging changes taking place currently in school districts.

will definitely miss the face to face annual ADM meeting so hoping we can continue the ADM new coordinators strand virtually.

MEP - 2020 - Q40.2. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP.
Please select a maximum of three topics below.

how is the pandemic going to affect the funding formula and CSPR data

Need help in learning how to help students finish the high school credits started in one state but not being completed before moving to another. Some, during disntance learning were continuing to complete via distance learning from their previous state to

Minority Science and Engineering Improvement Program

CORE QUESTIONS

Please describe how the Department could improve its website.

The website is not user-friendly. I had to call technical support. Is there a video to watch to emphasize most frequent searches?

More attractive icons

Probably have a dedicated area for research away from the other parts of the mission.

N/A

I do not use the website.

nothing to add at this time

It is excellent.

MSEIP information needs to be updated.

The biggest thing I noted was that with searches you can obtain too many hits. It would be great if one could search within the results.

I notice the Funding Status page is out-of-date.

I am very happy with the responses that I receive from MSEIP staff and Program Officer. I am very comfortable using the website.

I have not used the website.

N/A

N/A

A news letter on updated features of the website would be helpful to those who are not on the website daily.

I think is fine the way it is. All the relevant information is available.

NA

How grant reporting process could be improved?

Is there a step-by-step guide / checklist to ensure that everything is done for the grant reporting process?

Uniformity of reports with proposals submitted.

The mandatory options of the form need to be modified to accomodate the idiocyncracy of projects, institutions and project directors.

N/A

Linking the objectives to expenditures makes it challenging. The NSF model for reporting should be considered because it is straightforward.

Streamline the data/narratives that are requested. Align the grant reporting requests with the goals of the underlying grants. Reduce the number of items that must be reported.

I do appreciate the common data that is used by MSEIP. We can then quantify apples to apples.

It is excellent.

Make it clear where to find APR information.

Make the reports due same time each year with early notifications of what is required; provide recordings from webinars to allow for easy playback when submitting. Also, the use of the digital reporting was great.

Nothing I can think of.

I wish the word limits were a little longer.

More time to prepare the application, more clarity about what is required.

Certain sections of the template of the 'Higher Education Programs Institutional Services - Title III and V Grant Programs Annual Performance Report: In Section 2, there are too many questions asked on the template in this section. Also, many questions in this section are not applicable to the project, and in applicable cases, having to report initial numbers and final numbers is not applicable.

N/A

N/A

Reporting should be simpler. National Science Foundation has a much shorter yet effective reporting system. No cost extension request is much easier with other agencies.

The website for submitting reports does not allow us to insert any figures/photos.

Suggestions to improve technical assistance Department staff provide?

CFI Group

N/A

None, the involvement has been very useful.

None

N/A

Providing information that would be useful in improving minority institutions rather than activities others do that is interesting but not necessarily helpful.

I've never used the technical assistance, so I have no feedback here.

Excellent assistance has been beneficial to the execution of our grant program and ultimately to our undergraduate STEM students.

We do not technical assistance. Thank you !

Haven't had enough experience with technical assistance to rate.

Nothing at this time.

I found them to be very responsive, so no suggestions.

The Director's meeting is very helpful to project success. The program director seems to be a one-person operation, and adding more staff to assist would improve capacitor to meet needs of the many projects in the portfolio.

What is your job role?

Educator/Administrator

Associate Professor-CoPI

Project Director

CUSTOM QUESTIONS

MSEIP - 2020 - Q17.2. How can MSEIP improve the usefulness of the technical assistance you receive?

N/A

None

None

N/A

PI meetings could be better organized; substantive feedback would be helpful.

I haven't used technical assistance, so I don't have feedback here.

Questions are addressed in the most timely manner. Assistance and clarifications are most promptly provided by MSEIP Program manager.

You are doing very good now.

Haven't really experienced technical assistance to be able to rate.

Additional assistance for the program manager.

MSEIP - 2020 - Q17.5. What can the MSEIP do to improve communication with you?

Realizing that grantees could be at different points of the grant cycle, communication should be specific to clearly inform and help everyone know of the actions that should be taken.

None. [REDACTED] provides very robust and complete information both verbally and in writing.

None

N/A

Be more specific on what is needed.

Communication lines are always open and available to any grant PI or ORSP officer from the university. Overall communication is well established and welcomed.

You are doing excellent.

Respond to emails.

The virtual plataform for hosting meetings has to be updated. Last time videos could not be seen.

MSEIP - 2020 - Q17.8. How would you advise on improving the overall process and protocols associated with this grant competition?

Clear communications to explain the process at different phases.

Improve coordiation between award date and academic year

It is well managed and the program director is an excellet manager and provides guidance to help me provide educational support to the students who need it badly. [REDACTED] is an extremely supportive program director who proactively encourages me always to increase minority student participation. Having worked with other program officers in other funding agencies, [REDACTED] proactive interaction is extremely beneficial and certainly, to my experience, unique.

N/A

Not sure.

The expectations of grant awardees should be clearly delineated in the program announcement and negotiated with the awardees prior to final contracting.

This grant is a capacity-building grant and as such needs to continue perhaps for more than a 3-year period. I suggest 5 years with being able to actually quantify graduates in a real-time manner. The current 3 years does allow for trendlines, but not actual graduates to be determined.

You are doing excellent.

National Professional Development Program

CORE QUESTIONS
Please describe how the Department could improve its website.

The electronic platform for submitting the Annual Performance Report had a few glitches. Seems we couldn't put in information because a change in policy nationally had not been updated in the platform and we couldn't input specific information. Nobody at G5 or our Program Officer could figure it out. We submitted what we could after notifying the PO of the problem. All seemed to go through in the end.

Data on English Learners (ELs) more easily accessible and cross referenced with free/reduced lunch, special education etc. to see how many ELs also fall in these categories.

I do not use the department website - my information sources are my program officer and officials at OELA. They have been excellent.

I find it helpful as is.

It would be great if we could receive emails that are 'flagged' for special announcements such as upcoming RFPs, studies or other pertinent info that we can readily access.

It is all business, which Is the priority. Might want to hire someone with art or design background to make it more visually appealing. But it is fine... it works. I'd rather it work than look sexy. But is it ugly.

I think the website is well designed and I have always found the information I was looking for. Maybe, there could be more links (when appropriate) to specific NCES content.

Regular updates would help.

I like the resources and layout currently on website

N/A

With more pictures.

NA

more icons, more Mac like would make things easier for us technically challenged folks.

I think it is fine as is

Perhaps by offering more frequent updates, and also by improving the KMS system's navigability.

The look and feel are outdated to the point that I don't know how to find things. There are too many different ways to progress or open a next level--and not in a redundant way. Redundancy (as in a link in a navigation bar with hierarchy as well as within text) would be good, but in too many cases it's a matter of the menu for one thing but a text link or header for another. I would be nice if grant programs had more prominent pages within the site and links to info about individual grant programs were included. Right now, the whole thing just seems a mess--a holdover structure that people are doing their best to

work within even though they know it's impractical and even embarrassing.   It would also be good if things were more transparent. Along with posting the RFPs from the past two NPD competitions, why not include an actual statement that acknowledges another competition won't occur before ___ and there's no guarantee there will be one then. That seems honest and forthright. It would look so much better than making it seem that it's either a secret or that no one cares enough to update the website since the last competition (so the RFPs have just been left there).

It could use an update to look fresh and user friendly so it would attract more educators.

It reads like a county records website. There are just links to official documents.

I am not a good person to suggest improvements, since the websites that I design are not as good.

The present website is very formative and informative and I believe reaches its purpose.

ease of use. staff contact information more readily available

easier ways to navigate the website and find items.

My major challenge has be   G5. The website is not easy to navigate, especially, when you are trying to upload a report.

If you are referring to this website https://www2.ed.gov/programs/nfdp/index.html I rarely have a need to use it. I use other pages on the ed.gov website quite a bit but not this one. I think it's useful for people applying for a grant - especially the FAQs -- but I didn't know those existed until now.

It would be helpful if grantees could speak directly to the people in the finance office for support.

The ED.gov site always seems out of date, I cannot find what I am looking for, and when I find something it seems very out of date.

The data on rural English learners across the country is inconsistent depending on the site I look at. They are various tables but none accurately capture that population.

How grant reporting process could be improved?

Make sure the reporting platform is updated to fit with national requirements.

We need more time lag between time report period ends and when report is due for reporting budgetary expenses accurately. 30 days is not enough. We need at least a 60 day time lag. Directions for completing reports should be available on reporting document and not buried in a memo.

The webinars are good to remind grantees of any changes required in the reporting.

There are two different reporting mechanisms - the Knowledge Mgmt System (KMS) for OELA, and the Annual Grant system for ED. It is confusing to have two different systems, even though they overlap in content. Further, the budget page on the KMS system has never worked properly - it is difficult to enter or

change amounts when budgets change. There are two separate sections for Grant Performance Measures and Activities, yet they appear to be asking for the same data.

More reminders for completing the reports.

There is a question feature, but it seems questions don't get answered? For example, on KMS reporting, the budget did not align with our numbers due to the fact that there were two month unaccounted for in the reporting. So we asked about it, no response? It still hasn't been rectified?? Also, when filling out reports and some clarifying info is requested, the system cuts you off after so many characters. Maybe, the character length could be extended or a note stating maximum characters.

I like how we receive email notification that you receive our report.

I would love to know more about how you evaluate what we send in. Is there a team, a rubric, just curious. I think it would help me report.

Sometimes the platform used to submit reports have not been working properly or had data that dis not match our records. It would be useful to reconcile the data in the platform before making it available.

Improving KMS format

I have not recommendations. The reporting process has been smooth for us. When in doubt of a question our Project Officer is always supportive.

Manhattan Strategy needs to be more responsive.

The use of percentages in reporting objectives does not align well to our project.

Keep the same reporting method.

NA

one system would be great vs. KMS and G5 as well as allowing two passwords. This would allow our Project Evaluators to access the reports on their own. This would have been so much help during this pandemic. It would make work easier for us to have our own password/access as well as the evaluator...

The KMS system requires quarterly updates which is quite burdensome on grantees who are also managing projects. It might be more effective to have a biannual system. The KMS system can be very glitchy and sometimes does not allow for the uploading of data.

Both G5 and KMS are clunky. There are many steps involved in that you most often have to create fields and then complete them, and those processes vary from one section of the report to the next. Simplifying that and making it more consistent across a single report form would help. But it would also be helpful if we could have fields repopulated each time using the previous report's data. Often my statements are the same in terms of narrative--it's just the budget or participant numbers that change. Perhaps there could be an extra button that says 'accept prepopulated entry' or something of that nature so people wouldn't forget to actually update sections that need it, but there ought to be a way to streamline that aspect.

The KMS and G5 could align more closely. I have two program-based performance outcomes that don't match in the KMS and G5. Otherwise, both are simple to use.

The KMS system is clunky and has a lot of limitations. It also doesn't line up well with what we have to prepare for our annual report in G5.

Challenges arise primarily from the changes in grant reporting systems (technology) since our grant was originally awarded, coupled with 'annual' reporting dates that do not align (e.g. institutional fiscal year, grant year, and DOE reporting deadlines).

We (our group) thinks the grant reporting process is as good as it can be, given the diverse nature of the different funded projects. In other words, funded projects vary in their objectives. This is necessary to make them adaptable to local and regional needs. This variability, however, creates challenges in reporting. Thus, keeping things the way they are makes sense, in order to allow for the necessary flexibility in the nature of projects.

We are happy in the way that all the key information is provided and on time.

ease of use of system   modules for reporting standards

Better interface for data collection. Less confusing entry of data points (ration, percentages, raw numbers). Eliminate redundancy, like collecting the IRB documents every time we have a report or the IDC paperwork.   Some of these items should be collected once, unless grantee status has changed.

The two different reporting systems are organized very differently and we just recently found out that there are issues with data in the two systems not agreeing even though information we put in was accurate for the time period in which it was put in. It would be so much easier for grantees if there was just one consistent reporting system that we used each time.

Using both the G5 and KMS systems has been difficult in that it feels like they do not 'speak' to each other. Also, the budget numbers do not align across the two systems (months included in the G5 annual report, for example, are not necessarily visible in the KMS). It makes for a lot of confusion and uncertainty around which set of numbers is most accurate.

Going back and forth between two systems (G5 and the KMS) is a real challenge. Navigating each site has its own challenges. There are character limits making it impossible at times to provide needed information (which can result in requests being rejected). The entire system should be redeveloped from scratch. When done, PLEASE get input from people who will actually have to use this.

Consider interface between KMS and G5 system. KMS does not allow grants to populate APR data submission, thus requiring additional explanation in notes section, or seemingly mismatch of information (e.g. budget section) due to the fact that 'quarter 3' information (APR) is not reflected in KMS. Narrative uploads and sections in both KMS and G5 allow us to detail quantitative information in progress charts; yet the number and or percentage/ratios do not allow us to fully reflect progress toward grant goals on an annual basis.

Every time I have to write the quarterly report I have to add the GPRA measures each time. I also wonder why it keeps asking me if my external evaluator is WWC certified? It seems like the same questions are asked each quarter and I don't know why when they apply for the entire Grant.

Feedback loop from PO - we assume, no news is good news.

Having three different report forms over the year has been a bit of a challenge. (form 1 - Updates 1 and 2; form 2 - the annual report; form 3 - update 3)   It would be helpful if Update 3 was more aligned with the annual report or with Updates 1 and 2 so that we were providing updates based only on summer activities, rather than reporting again on the full year, but in a different format (i.e. percent on target).

Suggestions to improve technical assistance Department staff provide?

Make sure formats are update.

Our program officer is excellent. Our main issue is with budgetary reporting.

OELA provides excellent TA. All of my questions are answered promptly and accurately.

Non at this time

When I had issues with accessing my information, I've always been able to get a quick response and resolution.

Samples of how best to share our project's results and outcomes. You may have access to a variety of examples.

I know you encourage inter grant discussion but I don't think KMS is great for that.

Their work in this regard has been personable and outstanding.

Taking communication/experience sharing among grantees out of KMS.

I have no recommendations.

The webinars and podcasts are resources which help support communication and dissemination of project activities.

N/A

NA

Providing levels of training, for example training for new directors and then training for veteran directors. Some of the training seems to be for novice directors and repetitive for those of us who have had OELA grants for many years.

More webinars featuring components of NPDs that are both working and not working. It would be great if we could just have our own little ongoing conference throughout the year. We need to have more examples of successful project components, but we also need to hear from people willing to discuss what they've tried that didn't work. Right now, it still feels like much of our work is secretive--as if we're having to cover our papers to keep our neighbor from cheating off us when doing a test in elementary school. Let's change that culture. In fact, let's go a step further and make it so that we develop an OER collection of online modules, instructional materials, observation and evaluation tools, assignments with

rubrics, etc.   One thing that made me think this: In a poster session I visited in the online poster time this year, one group discussed online modules that they're offering for free to teachers through their program. I asked if I could have temporary access (such as 'view only' or the like) just to get a sense of how they had organized and packaged things. The whole group was very willing during the online session and asked for my email address to do so. It never happened. Concern over intellectual property? Not wanting to divulge the secret of their success? Either/both/something else? Whatever the reason, let's get over ourselves and decide this is actually about moving forward in terms of supporting multilingual learners. Let's be a community rather than a symptom of a meritocracy.

They have provided prompt and responsive technical assistance. They are always eager to help and they resolve issues promptly in a professional manner.

I think the program officers and leaders of OELA provide helpful, prompt, and courteous support. I've gotten every question answered almost immediately and am very grateful to have them as a ready partner when needed.

The job that is done is tremendous. We are not sure how to improve their efforts.

I think the way that the technical assistance is handle and provided is very good.

Better feedback on our reports and assistance with instrument/tool development.

I am always pleased with OELA staff support.

I have no idea. I have not received any technical assistance outside of the project director's meetings. I think most of the support I receive has come from my individual project officer and from that conference. I am lucky to have a lot of mentorship available at my university and I have relied on this.

I would love to learn more about what other grantees are doing beyond the annual meeting poster sessions.

N/A

Primary Ed-Funded Technical Assistance Provider?

How to work with culturally diverse groups.

L2TREC

Equity Assistance Center at IDRA in San Antonio delivered two workshops for pre-service teachers and education faculty.

WestEd provided resources for moving family literacy events to a virtual format.

Manhattan Strategy group

We receive technical assistance through the regional laboratories and other centers by reading their different agendas of work.

What is your job role?

primary investigator

Project PI and director

PI/Project Director

P.I.

PI Director

Project Director

faculty

Principal Investigator

Professor

NPD - 2020 - Q2.11. What, if any, improvements have you seen in OELA over the last year?

Because of the COVID pandemic, going virtual for meetings will be an improvement to fly to Washington, DC.

Flexibility to deal with COVID crisis.

Great improvement in Technical support.

Have been satisfied with OELA's TA and communications. Have not seen any improvements, do not feel any are needed in my case.

I don't use Facebook

I have always found OELA to be very responsive. Very high quality program officers and support provided

I have enjoyed the yearly planning of fall meetings. It appeared to be every other year, but now, it seems to be scheduled every year, even if it's virtual this fall.

I like all the webinars that are offered but I can't attend them all. It would be great if you stored them at NCELA or are you doing that?

I think OELA has made an effort to work closer with project directors and connect resources between different programs. This culture of collaboration has been very beneficial.

More webinars

More webinars and resources.

More webinars, receive more resources from my officer, more newsletters. Overall, more communication with grantees.

My program officer is very responsive to the needs of my project.

N/A

NA

New Exec. Director

Project staff have been extremely patient during this year of a global pandemic. All staff have been paragons of what true educators should be--continuing to offer the highest quality of services with flexibility and compassion.

The effects of the pandemic have made the staff more attentive to grantees and interactive in terms of finding ways to meet needs based on individual projects. The pace of webinars (general offerings that are PD-oriented and not about technical aspects of reporting) has increased dramatically, and content is good. How do we keep up this momentum in the post-pandemic world (such as it will be)?

The KMS has improved significantly.   The newsletters are more regular. OELA has put out webinars to respond to current needs. OELA has made available materials to help families with COVID information. The Facebook page had nice feature posts. My PO checked in with me more often. OELA added new products about ELs to disseminate to educators. They reached out to experts to feature best practices for family engagement during COVID. They were proactive with mitigating potential losses to programs during the pandemic. The award renewal process was faster.

The program officers are trying to run interference for the problems with KMS, so they mitigate any apprehension or frustration with users of that system.

They are responsive and try to provide support as soon as it is needed.

This Program Officer is very knowledgeable and responsive. More sharing of resources and best practices. ...Thank you!

We have seen a great sensitivity to the needs of the projects during COVID-19. It has been such a relief to know that the OELA has the flexibility and the wisdom to understand the dynamics of what it takes to keep these projects moving forward during a pandemic.

Yes, I have seen multiple improvements in the Office of English Language Acquisition (OELA) including key information to provide better services through our PD services.

Native American and Alaska Native Children in School Program

CORE QUESTIONS

Please describe how the Department could improve its website.

More program photos & feature grantees' blogs more prominently for 'funding in action' or 'in the field' examples demonstrating importance of impacts

it is just terrible. It is not visually appealing. right now i can't even get on it. i have to click around to find things. sometimes I never find them. i really hate it

I think it is ok. Shorter and specific is always good.

Grantee guidance in terms that use less 'legalese' and topic specific terms. For example educators tend to speak in education terms that most of their patrons do not understand. The same happens with federal agencies particularly when they use acronyms that are not widely known by grantees. GPRA is a good example of a term that is used while grantees will learn the acronyms over the term of a grant they attend

initial trainings that are critical to the operation of the grant before they understand the vocabulary of the presenters. They often leave with more questions than they had before the trainings and then are unable to find the topic on the website.

Good Website-Easier to use than most No suggestions

I find useful information on the website already.   Thank you.

NCELA and ED seem to have various levels of similar information. That is not necessarily an problem, but more direct integration or cross-referencing may assist retrieval of needed info by grantees.

Actually, I dont have any concerns at the moment, the staff has always been understanding and helpful.

Link to it more as a resource. I don't think I have used it. I may have but not sure.

I had no issues with the department staff or the technical assistance staff. I had an issue with the OELA monitoring tool every year the entire span of the project. I never was able to make the budget figures match what my approved budget and revisions were.

Keep up to date.

How grant reporting process could be improved?

Data gathering from our school partners is extremely time consuming and challenging given that only certain students in x grade levels take the annual ELA and Reading tests/assessments we need to access. We also frequently have to wait until mid-late summer to receive the Spring results, which may arrive just as the school year is starting again. This makes our OELA reporting process feel rushed, frustrating & incomplete in May; however, I realize the timing is going to be different for each state in terms of data availability, but perhaps there is a way to group grantees' reporting timeframes according to the availability of the statewide testing data.

age old issue of requiring data in reporting before its ready. some data is not going to show the change we are working toward for years...

The format of the data reporting does not always align with the goals and objectives in the grant narrative. Additionally the grantees are not given sufficient time to comprehend the data requirements before they are required to report. Additional webinars on collecting, analyzing and the reporting format should be available prior to reporting deadlines.

This was an excellent grant to work with and the staff was extremely helpful.

The KMS reporting system is sometimes difficult to use, know how to enter the data. The ability to delete errors would be welcomed.

No improvements needed. Thank you.

ED.GOV and KMS are generally consistent. Further alignment may be useful.

Right now, For me the time period for which we have to report needs to be exteded, due to COVID we have to many unknown here in our community.

Have webinars or video tutorials that show step by step how to do them.

The portal was never in sync to my program or reporting period.

Suggestions to improve technical assistance Department staff provide?

Having an archive of presentations would be wonderful, since they are often offered at times that conflict with our teaching team's instructional time. So as a director I participate and then share the info with staff, or ask a teacher to step away from teaching to participate, which can feel frustrating to them -- esp. if they then don't enjoy the workshop or presentation, or it's more technical than they would need to apply in a hands-on way in their classroom. A repository or archive that our grant team could access on our scheduled prof. devel. days, for example, would be hugely helpful!

N/A

All seems well.

None at this time

The Department staff needs more training to consistently interact with grantees. Over the course of a grant we have had 4-5 different project officers which creates a challenge with communications and compliance.

No improvements

Our program officer [REDACTED] has been so supportive and easy to work with. Sh goes out of her way to make sure that we are doing well during this stressful time of COVID. I truly appreciate all of her support, thank you!

More per to peer interaction.

Don't know ?

Everything is online so it is difficult to get the face to face or real support sometimes.

If I had a problem it was based on the knowledge of staff out of the OELA office in regards to the Native American Title III section of the statute.

Primary Ed-Funded Technical Assistance Provider?

Manhattan Strategy

NCELA provides excellent professional development opportunities and up to date information on trends and opportunities.

Youth for Youth

KMS and related entities

CUSTOM QUESTIONS

NAM - 2020 - Q1.11. What, if any, improvements have you seen in OELA over the last year?

Amazing conference last year -- was our first, so not sure if it was an improvement. But it was so well organized and in a convenient & accessible location -- really appreciated the menu & snacks as well for such a large group. The student band was also really great. We did notice that our hard working program officer had to help coordinate conference issues at the venue (like A/V or menu changes w/ site-based staff) while also preparing to sit on a panel to discuss her work for & w/ our grantees. So it seemed like she should have been provided with additional backup & admin support on-site -- though of course folks probably look to her b/c she is so incredibly competent and well-organized and thoughtful. But just a thought, that as our program officer she should have time to meet and socialize informally with grantees throughout the conference venue, rather than having to coordinate conference logistics when this is the only time we see her in person annually. She did a great job with everything, and still made time to come around to our tables during some small group discussions, but we wanted her to have more time to enjoy the event that she was obviously such a huge part of making happen in the first place. In any case, conferences are always stressful for the organizers, and it was an excellent event!

i didn't think it needed any improvements

I have seen improvement of more help with filling out reports. I am always busy so don't have time to read as much as I need too. The quick instructions they give us helps. We are not allowed to get on facebook and I do not have much signal at home so I do not get into the links.

Increased communications have occurred during this year.

OELA has always had a very humanistic approach. An excellent federal program.

Sincere support and care about grantees they are working with. Thank you!

Unsure

Native American Career and Technical Education Program

CORE QUESTIONS

Please describe how the Department could improve its website.

tabs renamed: I want to go directly to my grant award document without selecting each tab.

Communication with the NACTEP staff has been timely and helpful, along with the webinars. There has not been a need to use the website.

I always have a hard time finding my name to get started in the G5. Always get kicked out and have to start over is a thing I didn't like.

There is so much information, it is hard to find exactly what you are looking for that pertains specifically to your grant. I think it would be helpful if NACTEP had its own section and all information that pertains to it could all be found under it specifically.

As someone new to grants and non-profits I would have benefited from an overview of the NACTEP program as a whole i.e. its purpose, etc. Also, perhaps some sample documents would help to show grantees the required reports. Videos and a networking medium could also help grantees to connect to share best practices and make their programs even more effective.

I believe it could be a bit more user friendly, although with continued use and experience it gets much easier to work through!

Clear items the federal register is not really easy to digest so perhaps breaking down by topics. Budgeting   Reporting   Allowable   And additions in a single location etc.

Overall it is good. I had trouble finding information only because I didn't have the proper title of things I was searching for.

No specific suggestions

It's confusing when logging into the portal, it does not tell you how to navigate it. It would be great to have an isolated portal for each Grant. And the ability to learn about the NACTEP Grant alone.

I need to visit the website...

How grant reporting process could be improved?

Maybe using more templates -a report generator for gprs/data-better to use/navigate.

We are currently working on the grant report due the end of October 2020. It is time consuming, but we understand the necessity of being thorough and appreciate the opportunity it brings to our Native community. I can't think of an area requiring improvement. Thank you!

E-mail

The G5 System has errors when reporting, and makes it hard to put information in correctly without receiving an error signal. I think until those are fixed it is better we turn in via email to the Grant Officer as we are doing for Year 2.

Some videos and blogs on the department website that speak to the different areas of reporting would be very helpful.

The grant reporting process is just fine, but it takes a bit of use and experience to get it done correctly.

It would be helpful on the front end to tell people how to write achieve able goals on the front end. And then go from there. I've noticed in my own grant there are goals that are actually 2 in 1. Which makes the reporting difficult at times. It would be useful for the department to tell the grantees the types of data At the beginning because we experience high turnover a lot of the time a standing guide would be helpful so that the project would be easier picked up by the next person. So.. really a skeleton of sorts that could be filled in by the individual programs about what is happening goals and the plans to get there.

Reporting documents & forms have been the same for many years. Possibly updating forms with fillable sections as needed.

No specific suggestions

Call the Grantees regularly and check-in to offer assistance.

I much appreciate [REDACTED] as the new grant officer. Gwen was extremely hard to work with and understand. She would not respond to emails either.

Perhaps make the due dates consistent and make it more clear on how reports should be submitted - i.e. via email or through G5 system. Make submission format consistent.

Provide sample templates that are acceptable. provide feedback on reporting style. I've submitted 8 to 10 reports over the past 5 years and I have rarely received feedback about the report. I just assume that no news is good news.

The reporting structure is not always clear - while emails are sent with timelines, the required components of reports are not clear except for what is in G5.

Suggestions to improve technical assistance Department staff provide?

We've had outstanding service from Linda Mayo. She responded to all questions, in fact many times it was after hours in D.C. and late at night we would hear from her.

It may be helpful to have an individual meeting with the program officer every 6 months to discuss highlights and challenges the grantee is facing.

give examples

I think they are doing a good job. Sometimes I feel updates on GAN's are usually at the last minute leaving your project feeling unsure of the future with being awarded again. As it is usually the last minute before you find out if the grant will be continued another year, and even on the last year whether it will be posted in the federal registry or another year will be continued - making it difficult to plan ahead.

I've never used the technical assistance. I've always relied on our program's evaluator to answer questions I might have about reports or the program. I'd really like networking opportunities with other grantees.

More webinars more opportunity to get together with peers I learned of some positions to support my goals at the annual meeting where before I was trying to cover all the bases by myself. It was good to learn of different and new allowable costs from others also.

Other than the one Director's meeting at the start of the grant, it would be nice to have a yearly update meeting with other Directors. I've reached out to one other grantee for peer to peer information & assistance, but we don't always have that contact information.

We attended an initial grantee meeting that included peer agencies, but not since that first year. Annual peer gatherings to share information and learnings would be very helpful.

Would appreciate quarterly meetings to learn from other grantees as well as Department staff

Primary Ed-Funded Technical Assistance Provider?

21st Century Community Learning Centers

What is your job role?

Director of Education for the Tribe

Project Director

Native American Serving Non-Tribal Institutions Program

CORE QUESTIONS

Please describe how the Department could improve its website.

No suggestions...

There seems to be a lot of extraneous information and I feel overwhelmed when I am looking for something specific.

Ensure very clear buttons for topics; Update the information every 6 months - information regarding previous NASNTI grantees has not been updated for quite some time; create an easy way for NASNTI programs to connect with each other; FAQ's that are searchable.

Have updated information regarding up-to-date grantees.

N/A

I find it a bit intimidating to use. That may just be me. Logging is is ok but could be simpler. I do recogniize the need for security though.

It is my opinion that pertinent information regarding grants and opportunities to write for a grant, should be listed in one location. This webiste should: Provide updated information. Have all NASNTI Grants included on this website instead of being located somewhere else. Have the RFP's on this website.

I believe the page speed can be optimized. Sometimes it is very slow. I would review the headlines. They can be more directive and better designed.

Make it more user friendly. It is difficult to navigate if you aren't familiar with the functions.

Make commonly needed information the biggest tabs or buttons, minutia put somewhere else.

How grant reporting process could be improved?

The instructions were very clear...

I feel that deadlines are not announced in a timely manner.

No need to improve. It is very user-friendly and easy to submit.

Let grantees know when the APR will be available on HEPIS.

N/A

I came in mid grant and did not personally submit these reports.

For the last two years, the reporting system was flawed. It either did not save my information, even when I clicked save, or the system partially saved the information, although I was within the limit for number (count). (characters

The major improvement needed is concerning timelines. When we finally received the information about the grant competition we had just three weeks to prepare and submit the proposal.

n/a

Knowing what PDs are looking for would be helpful, but the reporting overall is not burdensome

Provide a mechanism for highlighting best practices which can be shared across grantees

The walk through of changes is fine, I feel it's the platform used for the webinar that feels dated and is hard to hear at times.

Suggestions to improve technical assistance Department staff provide?

The technical assistance received was very helpful and very timely.

I feel that this year was so different than others due to the pandemic. Utilizing virtual avenues would be a great way to help stay connected.

CFI Group

No changes needed. The Department staff are very helpful when the need arises.

I suggest hiring more staff and set a program load for each staff member to provide technical assistance to their grantees.

N/A

NA

Before the reporting document is sent out, I would have it tested by implementing old data.

Due to COVID-19 we had no training (webinars, Director meetings, conference workshops) offered.

Increased communication

What is your job role?

Project Director

CUSTOM QUESTIONS

NASNTI - 2020 - Q21.2. How can NASNTI improve the usefulness of the technical assistance you receive?

Develop a robust set of FAQ's with thorough answers clearly searchable on the website to find many of the answers. Now the NASNTI has been in existence for a number of years, many of the questions grantees have are similar. This may reduce the need for reaching out for technical assistance.

Set up quarterly one-on-one phone calls with grantees.

N/A

NA

Promoting more interactions with other schools/directors

Clear guidance for solutions in programmatic concerns

NASNTI - 2020 - Q21.5. What can the NASNTI do to improve communication with you?

Perhaps a monthly newsletter with information that impacts NASNTI programs.

Create a text messaging capability for important notifications. Schedule regular and routine 'check-ins' so grantees can plan for them and prepare questions during their anticipated and allocated time with program specialists.

Establish a one-on-one quarterly meeting with grantees.

N/A

NA

Offer more helpful webinars.

I have excellent communication with D.E. Most of our concerns are related to timelines.

Increase communication. Perhaps quarterly?

NASNTI - 2020 - Q21.7. How would you advise on improving the overall process and protocols associated with this grant competition?

I don't have advice on how to improve the competition.

I like the process and protocols.

I would ask that more than 30 days be provided between the Notice in the Federal Register and the Due Date of the proposal. 60 days would allow for more opportunity in submitting Collaboration Grants.

Improvement could be made by holding annual grantee meetings.

N/A

NA

Provide ample time to write the grant.

Providing enough time after announcing the competition.

Native Hawaiian Career and Technical Education Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Continue with current updates, which saves so much time in researching for our six (6) projects' Consortium benefit. Links are extremely helpful. Mahalo (Thanks).

How grant reporting process could be improved?

Difficult, at times due to Pandemic. However, immediate access to grant reporting questions has been excellent and always understandable for changes.

Provide instructions for upcoming grant reports earlier.

Suggestions to improve technical assistance Department staff provide?

Continue to provide relevant updates, and access to areas such as G5 System.

Facilitate more peer-to-peer learning among grantees

Primary Ed-Funded Technical Assistance Provider?

regional lab updates

What is your job role?

Director, CTE Consortium-non-profit agency

Native Hawaiian Education Act Program/Education of Native Hawaiian

CORE QUESTIONS

Please describe how the Department could improve its website.

Make it look inviting.

When loading grant reports, the portal sometimes shuts down and information is not saved. That can be frustrating.

Market it so we know it's available.

The website is complicated and specific information is often difficult to access.

The look an feel of the website needs to be updated.

N/A - Have not used

My experience is that many federal websites are not up to date. If other potential consumers hold that belief, many will not even attempt to use the site. I understand the need to be screen-reader compliant, but long lists of texts are not great for typical consumers to use. Is that the secretary in the home page photo spool? If so, well that is a little odd.

the OESE.ed.gov website has so much information, it can be hard to navigate or find what you are specifically looking for.

A comment; the website has a tremendous amount of information to cipher through. But my experience has been good with updated information, clear headings etc.

It's good for now.

Logging in is sometimes problematic. I have to try multiple times before I am able to get in.

How grant reporting process could be improved?

Consistency in due dates (i.e. due dates listed in emails do not match the due dates on forms)

Give us the ability to upload more than 1 document in section C.

The annual reporting process is extremely confusing and does not allow us to report on all deliverables/outcomes a required in our contract except through narrative. We do not have a data sharing agreement with DOE, only our third party evaluators do. Therefore, the data is not accessible or helpful to us directly.

The process of reporting could be improved by making it less complicated and by improving the online accessibility. Often times we must submit multiple times and data is often lost.

The current form used for grant reporting is not very user friendly and does not allow for the completed report to be downloaded as one document. The tables also do not print in format that is easy to read.

We can't think of any areas to improve. Semi-annual reports are greatly appreciated (vs a higher frequency) Ditto with not being bound to a rigid template and instead being able to present and report against committed activities and deliverables in a way that is clear and efficient to us

Improving the 'G5' online interface would be a wonderful benefit to all grantees in terms of saved time, resources and stress.

It's a tough task I know! Just seems clunky and overly work-intensive.   I'm used to it already but since you asked: 1. The reporting text boxes don't tolerate Hawaiian diacritical markings and generate non-sensical punctuation marks. Since reporting does entail the need to use Hawaiian words it would be nice to be empowered to use 'okina and kahakō. 2. The system is slow to refresh and it feels old fashioned and not user friendly. 3. But well it works well enough I suppose...but the diacritical markings would be nice.

Feedback once the report has been submitted, besides the auto response that it was submitted and received.

Making sure that access is easy and unencumbered by frequent glitches. Making sure that reports are able to be submitted with minimal website or administrative issues.

The G5 is a very cumbersome website. Not user friendly at all.

Suggestions to improve technical assistance Department staff provide?

They were good when it came to answering quick questions.

have virtual meetings with other grantees and Project staff.

Clarify that Department staff can provide resources, training, etc., as listed in this survey. Right now Department staff are very responsive and supportive but they mostly serve as a 'check-in' on progress.

Access to training and support

More technical assistance workshops and coordinating meeting with NHEP programs to share best practices would be helpful.

More opportunities for peer to peer sharing

If this refers to assistance w/ G5, we often have tech issues, and usually those assisting are helpful. There was an occasion where the person responded but didnt answer the question, then did not reply to our followup. If this refers to [REDACTED] - she's awesome! She is as responsive as one might expect given her heavy workload, and always very understanding, supportive and helpful.

Didn't know the previous technical assistance could be provided by the department, so answered don't know to all 4 questions. If these types of assistance are available, it either isn't common knowledge or isn't available.

Ifind the Department staff to be very helpful and professional and caring

Primary Ed-Funded Technical Assistance Provider?

Native Hawaiian Education Council

What is your job role?

PI

Program Director

CUSTOM QUESTIONS

NHE - 2020 - Q59.4. What technical assistant topics can the NHE program provide to support the implementation of your grant projects more effectively?

?

COVID19 updates and clarifications. Changes of delivery model suggestions and confirmation for continuing programs.

More timely responses from 'higher ups' when DOE grant officer needs clarification on questions. More timely response from DOE on required submissions to G5: annual reports, semi-annual reports, budget modifications, other required reporting.

Reporting and extension request

Support when anew RFP becomes available.

We have not needed technical assistance.

We'd love ideas on how to address the ongoing challenge of federal grants starting on 10/1, which is mid semester for all the partner schools we serve. Ideally we'd fund their classes from August thru May, plus summer programs. Its been very difficult to not be able to commit at the start of Fall semester, then schools cant accommodate in the middle of Fall Semester when we receive award notice. Many are also not even able to accommodate in Spring semester due to many of their classes being year-long.

Neglected and Delinquent State and Local Agency Programs

CORE QUESTIONS

Please describe how the Department could improve its website.

It would be helpful if the various federal programs were listed on the U.S. Department of Educations home page so you didn't have several clicks to get to the Title I, Part D information.

Replace broken links.

No recommendations at this time.

The new design is fresh and easy to follow. It is easy to share with subgrantees. I look forward to having it link to the NDTAC website once the new TA Center is on board.

N/A

Provide more updated regulatory guidance on the website. In addition, virtual tutorial on hot topics.

The previous NDTAC website was more useful than the Departments website.

Personally it is an easy to navigate website already.

Having the resources easy to find and not where the audience has to dig or search for guidance or reference materials. Often when we need to find something on the website it is because we are looking for official materials to make a reference or determination and having clear and concise information directing where materials are located would be helpful.

I usually used the NDTAC website as it was easier to navigate but that is now gone.

it is clean, easy to find, lots of white space, not crowded or nauseating,...

specific topics sections are the best

For neglected and delinquent programming I always go to the NDTAC website, I wasn't aware that ED had a version.

How grant reporting process could be improved?

There is just a great deal of data gathered.

Provide additional guidance as it relates to facility eligibility. I realize there are some state specific issues; however, I have experienced issues with determining eligibility for psychiatric residential facilities. Their argument has been that other states funds them which may be a broader issue.

In my role I need to collect the data from various facilities and school districts. I then need to pass that information along to my CSPR state representative who uploads the data for USED. I wish there was a way for ED to either collect the data directly from the programs or a way for me to upload the data directly.

The TA session provided during this year's conference by [REDACTED] and [REDACTED] was very helpful. Additional sessions are welcome, along with updated FAQs.

Standardize and correlate the data collection form with the Excel format

Provide more workshops on the data collection and reporting for the upcoming reporting period.

I don't have any suggestions.

Currently, reporting process is already customer oriented which helps when turning it in.

Letting us know how USDE uses the data (specifically CSPR). Clarifying the annual count process in how USDHHS does the foster count and how that should align with the way we collect the annual count for Neglected facilities (clarifying Neglected facilities as well).

It's a much better process than it used to be -

n/a

Suggestions to improve technical assistance Department staff provide?

It would be great if the Department could offer consortium grants (like Title I, Part C) so states would have a little extra money to work together on common issues we encounter. It would also be nice to have informal networking opportunities for directors.

I want to only say thank you to the Title I, Part D team at ED. They are awesome in my book! Their support has been consistent and strong.

No suggestions at this time.

Updated FAQs

N/A

Create down able tool kits available on the website for states to use.

I hope that I understood these questions. I've received the most technical assistance from NDTAC and not the ED Staff. I've only asked one question of the current ED staff and that question got answered, but I'm not confident that I have witness their knowledge of the program. That is why I chose not applicable or don't know. The previous staff from ED provided inconsistent technical assistance. Some questions got answered and some did not or took an extremely long time to get an answer.

The connection and assistance from both the Department and NDTAC has been super helpful. Hopefully the contract for NDTAC services will resume soon.

The current technical assistance provided is a good method of sharing best practices and resources.

Candidly, most TA came to the state staff from the NDTAC. They did such a good job that contacting the federal staff was almost not needed except to address statutory and reporting issues.

Providing webinars

Update some of the informational manuals.

The non-regulatory guidance in this area has not been updated in years. Multiple requests for updated guidance have been made.

Primary Ed-Funded Technical Assistance Provider?

AIR- [REDACTED]

N or D Ed TA Center

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC and they are AMAZING!!!! I would be lost without the support from AIR and NDTAC!

NDTAC/AIR

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center (NDTAC in AIR)

Regulation guidance. They were extremely responsive.

support TA from AIR

[REDACTED]

Payments for Federal Property (Section 7002)

CORE QUESTIONS

Please describe how the Department could improve its website.

N/A

No improvement needed. We have been very impressed with the site and available assistance.

I could not and still cannot confirm that my form was filed. I submitted several times but never got confirmation that the form was properly filed. We had a question about an error we were getting and received prompt and courteous reply to our email. When we fixed the problem, we still weren't sure we had filed the form. When we recontacted the person, he said everything looked fine but we are unable to see a copy of the form like in prior years. There needs to be a page that says you have completed everything and here is your confirmation number and a link to your completed form. If you are not providing a form, that needs to be clear. It was also cumbersome to pass back and forth between my superintendent and me. If I sent it to him for review, I could no longer see it. We should both be able to view the forms no matter what stage in the process we are in.

Don't know enough about technology to make a suggestion.

I am very please with the website.

I have no suggestions at this time

I wasn't aware of the website and am not sure how to use it and what information/help it can provide me.

I don't feel that any changes are necessarily warranted. Maybe autofill would be a suggestion as most Federal Properties don't change from year to year in most school districts I would assume.

N/A

N/A

no comment

I have no suggestions for website improvement.

No comment

No suggestions.

We had trouble at first finding information. I hit a submit button by mistake and it took awhile for us to be able to get back to our application. Not sure if that is the case still

No input.

No suggestions at this time.

Since many of us only use the site 1-2 times/year, a simple note/guidance sheet refreshing our memories of where things are located would be helpful. The new site is much better than previous versions, especially for those of us who used to use the paper/fax versions.

Last year was my first attempt to complete this application. Not knowing how to proceed, I looked for help on the website for how to proceed. The website provided technical assistance link. After trying to explain my issue, I finally called support for guidance to answer my questions about not being able to proceed. Response time was very slow and the initial person I talked with could not help me. I finally received help complete the application. It was a good thing I started the process early or I may have missed the completion deadline.

A menu on the home page, which explains the resources more completely, would be helpful.

I just started to do this process, and I do not have experience to draw from for this survey.

If a rep is unavailable there should be a voice mail option findicating when to expect a call back.

Having a search tool that actually works productively.

I have not used it

none come to mind at this time

Nothing as of now.

We don't have any experience with it - from what we know about the other department of education services we believe we would support it positively

The website is fine.

The website is great. Would like to be able to actually access the payment voucher, not just the amount paid.

I'm only 3 months into my new treasurer position and haven't had much experience with the website or Federal Grants so I can't really say what can be improved with such little experience.

N/A

I have not been in it this year. Last year I remember having problems, but maybe because it was new.

Connecting pay requests to the grant award (especially the correct number & year) is sometimes very difficult.

Continue to work out the 'glitches'.

Easy to navigate and informative

I have a hard time finding where to go when I have to make a change or amendment. I have since learned but it typically takes me multiple tries to remember where to find the active application.   All interactions with personnel have been fantastic and very helpful.

I think it is as good as it can be.

In general, I think the website is well-designed.

make things easier

Tech support seems cumbersome, when i need a quick response.

Up to date software would be nice but I understand why it is not and the money that it saves us all

We always seem to find what we need

What is your job role?

Assistant to the BA

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Asst.

Account Tech

CFO

Federal Program Director

Finance Director

Fiscal

FP Secretary

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

impact aid coordinator

CUSTOM QUESTIONS

PFP - 2020 - Q54.9. Please explain.

The presentations and materials are always helpful.

clarified and assisted the process of applying.

The guides and graphics were quick reference when I was filling out the form.

The instructions were very precise. Informations had clarity.

It provided some clarification

Walked you through the website.

I have attended sections of 7002 at both the fall and spring NAFIS Conference.

n/a

OASIS hosted an event in OKC. The explanation provided there as regards the new website and submission protocol was very helpful.

Clear concise instructions were reviewed to aid in the completion of our application.

I attend training every year for Impact Aid. The data they presented and the materials on the website are very helpful when submitting data.

I had a good understanding of the submission process.

provided needed instructions

we received what we need to submit information

Very clear explanations... I did not ask questions.

Yes, they have assisted in completing the application.

It helped to refresh my memory and to point out some items in the process, when seeing someone 'walk you through' is easier than finding your own path.

Printed materials very helpful

Presenters, although reading directly from slides, guided participants through each required table and the supporting documentation required for each data set.

ability to ask in person specific questions was very helpful

Opportunity to receive updates/clarification

So, when I first applied it was very complex and confusing. Over time I began to understand but have had difficulties in getting adequate information from taxing bodies. (local problem)

Cleared up questions.

I did the webinar and found it to be helpful

It clarified several questions. Due to our remote setting, lack of other schools applying to collaborate with, and distance to trainings the webinars and materials provided when able to attend have helped explain to administrators and REMEMBER technicalities.

Somewhat.

The directions were very explicit and easy to follow.

The presentations are presented in a manner where all individuals have opportunities to ask questions.

The training that was held last year in NC was GREAT! They were really knowledgeable and offered lots of guidance.

PFP - 2020 - Q54.10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

A month ahead of time heads-up

n/a

Confirmation that application is complete and has been filed. Website should give you confirmation number and you should receive email that the application process is complete. We still are not sure that we filed properly for the 2021 application. Clearer communication on whether the filing was complete is needed.

Just let us know everything is okay.

good

None

I'm not sure - I still struggle with understanding the information I need to collect, and how to report it.

The information I receive is sufficient.

n/a

Perhaps an email directly to me notifying that a payment is imminent would assist our treasurer.

None

Notifying us via email before payments are made is very helpful.

No additional communication at this time.

None at this time

No suggestions.

So with Covid and people working from home we had difficulty getting information in a timely manner. We actually had to contact people we have previously worked with to get information. Once we got through this hurdle the application process has gone smother.

No input.

Timely verification that application has been received.

Perhaps status updates, and even though any follow up information requests may be routine for Ed. Staff, for those of us rarely in the system, we may not have clarity on how to proceed.

Completing the application for my district was actually pretty easy if I would have been advised to complete the 'Opt Out' form. After finally receiving the advice, the representative sent a copy

of the 'opt out' form to complete and upload. Completing the application was easy after FINALLY receiving the information required.

We will not be receiving a payment.

Unsure

Detail description on bank ACH notice

Status updates periodically.

A Schedule would be great as a separate E-mail

confirmation that the application is complete and no questions prior to the deadline to amend

current level of communication is adequate

fine as is

I would like to have the payment notice emailed to me before the money is distributed. I always have to email and ask for the documentation -

No additional communications needed at this time.

No additional communications needed.

No additional communications needed. Everyone is great.

No additional communications needed. Everyone is very helpful.

No additional communications needed. Everyone is very helpful.

No additional communications needed. My questions have always been answered.

None, people are very helpful.

PFP - 2020 - Q54.11. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

Answer the phone when I call even after 5:00 PM

Customer service for Impact Aid is phenomenal.

Customer service was prompt and courteous. We had no problems with our response time.

Don't have anything specific.

good

I feel they are so helpful and positive. I truly appreciate there time, and calm assistance when I have needed them. At times I have applied close to the deadline and they are always, ALWAYS, so helpful and kind, and CALM when walking me through until I was done.

I am happy with the service.

I have none

I search for simple directions to help me with the total process. Some of the terms used confuse me and make it harder to understand and figure out.

I would say that I find that the State and Federal governments are behind on their technology and programming compared to the private sector.

If it would be possible to review information from previous years and if there are no changes just submit application or roll application from year to year would be benficial.

Making it easier to move land onto the roles that meets the criteria but is not considered for payment.

N/A

No comment

No comment.

No other specific suggestions.

No questions at this time

No suggestions.

None at this time

None at this time.

Nothing at this time.

Often it seems difficult to be able to talk with a person, inherently everyone is busy, but getting to talk with our person on the phone vs. email is much more personable. Not time efficient, but helps build working relationships.

Provide more training for us 'novice' applicants.

The requirements for the grant were not completely clear to me prior to the start of the application process. I spent a lot of time gathering and entering information, only to find that we would not qualify. If I had better guidance in the beginning, I would not have gone through all of the trouble to gather the information and apply.

Unsure

Use PDFs

When needed, one designated staff member who can assist with clarifying questions

While this may be challenging but reach out to district contacts periodically to see how they are progressing with the application. Maybe insert 'alerts' into the data submission tables that notify districts of potential issues based upon prior application submissions.

Payments for Federally Connected Children (Section 7003)

CORE QUESTIONS

Please describe how the Department could improve its website.

Provide tech support to assist with issues with filing. Last year my data entered was not saved with no warning. I did not feel there were clear directions on how to upload data. This resulted in our application being rejected multiple times - trying to upload in the system was very challenging and I ended up needing ed.gov to assist.

I wish I had a better way of describing it. It is a great web site, useful, but something makes it hard to work through. It is like it is not viewed from the LEA perspective. A great deal of information is there, but the stuff an LEA would want is often more challenging to find in the data presented.

The website is a big upgrade from using G5, and it's made contacting our Impact Aid person a lot easier and quicker.

The District is satisfied with the improvements that have been made.

Do not particularly use the website. Only use the Impact Aid site to apply for the grants.

When looking for reports, I enter our numbers and the system will not recognize. Also, I continuously have to use the forgotten password option, the system won't recognize my password. It would help it the info I enter would come up with out having to call the help desk

As with every web site, you need to understand what you are looking for. For me as a user, it works well for everything I need.

Only include the information that pertains to our school rather than the information of other schools along with it.

Make it easier to search for properties.

Overall I am happy with the updated site. When I first logged in I was not sure how to find my 7003 file but I figured it out quickly. I have no issues now

The SEARCH engine could be better with regards to accessing more areas of the searched topic.

User friendly and post items in advance about upcoming year requirements.

Send a well explained chart with simple directions on how to find application from previous years. Auditors ask for copies of applications and it is hard to download previous year's applications at a minute's notice. Thank you.

Website is functional, accurate and up to date. User friendly or fool proof for technology immigrants would be beneficial.

I did not find instructions to be particularly useful. It was stressful to me to figure out how and where to accomplish what I needed.

With a consulting business we work with several school districts and not all of them show on our IAGS page. All of our schools were on the page when I submitted in January. Now they're not. I sometimes have to call and inquire but it is usually resolved in a timely manner.

Be more descriptive on inforamtion that should be entered into each section of the actual Application where we submit data. The application completion used to be very straightforward and now it is not.

When I first became acquainted with the system, it was difficult to navigate. Once I created the account and logged in, I needed to call into customer service to actually find how to get to the grant application information. Once I had the initial support I was able to move through the system proficiently.

Website needs to be more friendly. Still takes time to find what I need.

It seems like topics could be better organized.

I like the program change from the old website to the new one.

In general, the website is efficient fairly easy to navigate. Not sure if on the redesigned website (I remember thinking this in the past) lets me know right away if uploaded documents have been received and are correct

With a consulting business we work with several school districts and not all of them show on our IAGS page. Last year when I was submitting they were all there in alphabetical order. Now I have to type the school I want to look at. I sometimes have to call and inquire but it is usually resolved in a timely manner.

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

No comment

Make it easier to navigate

Increase the offerings of professional development including updates.

Allow passwords to be repeated or kept longer

Simple directions.   Easy o follow guides for completing documents.

The staff directory does not tell you who to contact for your state or what the person's specialty is.

The website is better than it used to be.

By improving the Home page once you are on the site, it's a little confusing. Make it more user friendly.

unknown

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

Try to make it easier to operate

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

I think the awkwardness has to do with the learning process. The site is so different from what I used for years prior. Change is not easily acquired.

Whenever we need to use the website we don't have too many issues. If we do, we call and get great help.

I find it cumbersome and awkward. I usually must click around the site until I stumble on what I need, doesn't seem to be logically displayed - at least in my opinion.   I'm not alone as I've watched others in my organization stumble around the site trying to locate what was needed.

There is a lot of white space while navigating through the steps

The website was easy to use, but it would be nice to have some detail or description as to what the fields require.

The new website is a vast improvement over the last. It was nearly impossible to find up to date information previously. I have no specific recommendations to improve further.

When there are changes the LEA needs to know about, make them more obvious on the website and the emails. With being flooded by daily emails in general, it's hard to sift out the important ones.

n/a

Works well, no issues.

I am not the person that applies for grants at our District.   I am the one that processes the claims.

The website is easy to manipulate. I do not have any suggestions.

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

With a consulting business we work with several school districts and not all of them show on our IAGS page. I sometimes have to call and inquire but it is usually resolved in a timely manner.

With a consulting business we work with several school districts and not all of them show on our IAGS page. They all showed up when I was submitting in January but now they don't. I have to type the name of the school and sometimes it shows and sometimes it doesn't. I sometimes have to call and inquire but it is usually resolved in a timely manner.

to navigate through the system with more ease , instruction were not very clear when we were uploading for the audit

Definitely clearer instructions regarding the 'tasks'.

I am not sure if this comment is the appropriate for this survey but the new Impact.ed.gov site has several issues that need to be addressed. Examples include identifying the application's status, printing an efficient application, property list with properties deemed no long applicable.

N/A

What is your job role?

District ADM Clerk

new admin

SR Accountant

Accounting Specialist

Grants Accountant

Director

Director of Federal Programs

Impact Aid Consultant

Sr Staff Accountant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

SEA support staff

Director, FIA

clerical

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Administrator

Accounting Technician

Budget & Financial Systems Analyst

Tribal Liaison

Accounting Manager

Administrative Assistant

Budget Administrator

Director of Finance

District Level Director/Administrator

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Consultant

Impact Aid Specialist

Sr.Bookkeeper

CUSTOM QUESTIONS

FCC - 2020 - Q35.8a. Please explain.

Very detailed powerpoint presentation. Thank you.

I was able to ask questions regarding the process that are acceptable for generating student information to submit with the application. Currently, the only thing I have trouble with obtaining is certification from our tribe and who exactly I need to contact for that certification.

Information is insightful in explaining the website and application process.

By giving examples and having participants walk through the application.

The presentations and materials were well thought out and very easy to understand.

Attended TAFIS meeting and overview of the new application was presented.

It help explain why data was collected and how it affected my district.

It helped with the new steps for the new system.

They gave a clear overview and provided reference materials to enable me to use the new system.

Yes, it is helpful because the webinars are available for review at any time.

I attend all trainings to help me with the cmpletion of the applications. The last presentation I attended was with a couple of presentors who had a booklet to follow along with their PP. It was on calculating your own Impact Aid funds using a method for student enrollment and a formula. It was very helpful and I have used the information with my work.

I had to call a couple times on some supporting documents and it was resolved in a timely fashion.

I do understand my responsibilities. I did get some technical assistance but it was hard to find that. My main issue is that it is very important to me to do everything right and I am stressed to get this done. The new process and the instructions that didn't seem to work well for me when under stress, added to my stress. I eventually found how I could get some help but it is not (or wasn't to me) intuitive.

The presentations are good, I was able for the most part complete by the deadline.

The information provided was clear.

No comment

The information was detailed and clear.

The person responsible for training did a fantastic job.

webinars were informational concerning the new site.   There were a few glitches when using the site, but hopefully that will be fixed for upcoming year.

While the webinars have helped with 'overview,' the direct conversation(s) with USDOE Support Staff has solidified needed information.

Yes, they are very easy to understand and are always available for assistance.

Verified information that was required on each table, prevented duplicate information from being supplied.

They provided information on their topic

Information was given on navigating the site and the how to's of the process of submitting the application

Webinars have been helpful to me, but it seems the timing of webinar offerings could be better. It would be helpful to have a recorded webinar that users can access at the point in their grant preparations that they need it and not depend on being available at the scheduled webinar time/date.

Having both verbal and written documentation worked great for me on completing the application.

Unfortunately, the material I was provided was form another District with a similar name so it was hard to compare/tie together with my submission. And by the time the next year rolls around you forget what you learned.

Clear information provided.

Cleared up that it's all about where the students lives, or where the parent works.

Gave good explinations

The new system roll out was shared in several webinars that were helpful in learning the new navigation channels.

Very clear directives on how to administer the survey to ensure accurate data on students that are federally connected.

FCC - 2020 - Q35.11. Please explain.

I have never received any training in regards to the Impact Aid Application- just had to figure it out. When asking for assistance the staff is great- but it is hard when you do not know quite the answer to ask. The reliance on having parents fill out the form for funding is challenging as well- especially since the base or base housing does not provide assistance in having their families fill out the surveys.

The review was due before the amended application deadline. It was not clear how to proceed.

FCC - 2020 - Q35.13. Please explain.

N/A

Have not seen the review, I don't think they have visited the school or called.

not applicable

I had to reach out multiple time over months to find out status.

We did not have a review.

N/A Did not have a review

We have not had a review.

We have not been contacted for a review

The review is still pending; I have not heard from the office since September 21, 2020.

N/A

We were not reviewed this year. I have been reviewed several times in the past though. Communications were a little difficult, it was difficult to get ahold of people however last year was amazing!!

I have not been contacted

We have not had a review.

NA

Have not had a review, nor been contacted for one.

Not really

At this time have not received the information--YET that does not indicate it is not timely just haven't received it.

I answered 'No' to the previous question, therefore this question doesn't apply, but there is no 'N/A' option, so I selected 'No' instead.

It has been a few years since we had an on site review.

NA

No review

We did not do a review

We did not have a review this year.

We did not receive a review in the past year.

We ended up not having the review due to COVID closure.

Yes when we have a review.

FCC - 2020 - Q35.16. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

Contact person constantly changes. When assisting me with my application and adding students in federal housing, my district received no additional assistance. When I inquired several times through voicemail and email as to why the additional students submitted as living in federal housing did not increase our Impact Aid assistance, no one ever responded back. We received no information as to why our additional students weren't considered. It's like it was just completely ignored. It was a tremendous amount of work to go through this process and it was just swept under the rug with no communication back to the district at all.

The new application system for 2021 was very challenging. The previous system seemed to work much better for our needs.

You really have good people in customer service, always found an answer for me.

Customer service has been very helpful.

Just need to get a better grip on how to get the families to fill out the surveys.

When I call they are helpful, no concerns.

I am new here in this position and I am not very knowledgeable about the program or payments. We did have one lady contact us regarding our count and make sure that we did not miss out on funding. This was very helpful, thank you.

I can't think of anything,

I participated in the IAP in 2012 through 2015 and then came back to it this past year. I was amazed at how much easier it is now to process everything. But I was even more impressed and amazed at how customer service oriented it was compared to the past. Whatever you have done in the interim to bring about these great changes I wholeheartedly applaud! Keep up the great work! You are changing the perception of government agencies, which traditionally have been mocked and scorned!

I've always received a prompt response.

Customer service calls should be returned promptly. We are having to leave excessive voice and emails.

I am satisfied with the staff.

I would have the analysts put out templates of documents directly to the schools.

I know I started the process plenty early last year in order to get my application uploaded. Since I found the site to be stressful to me, I will start much earlier and hope to feel better with my abilities in using this new process.

My contact person was very helpful.

Thank you for all you do to help Districts

My experience was positive.

Responding to emails in a timely manner consistently.

None

No Comment

N/A

n/a

By giving them a raise for all the hard work and overtime they are putting in to assist districts around the nation.

The only thing I would suggest is answering in a timely manner. Thank you.

I only have praise for my USDOE Contacts. [REDACTED], [REDACTED] (retired) and [REDACTED] have each been extraordinarily helpful at any juncture. The IRS would be sagacious to follow their lead. Seriously. Big O's to each of them (from 6' away). :-)

I think they are doing a great job already. Impact aid has a really good team.

Being more prompt in providing a response.

Try and make the process simpler

The only thing that interfered with the timeliness of Impact Aid personnel in communicating with me about the outcome of the review is COVID... it took months for me to get a reply.

By changing their approach/attitude, by understanding that we are not the enemy. At times it feels as if the goal is to make the process convoluted to ensure school systems get the fewest number of grant dollars.

I have only been the administrator of the program for one year but so far Impact Aid team has been a tremendous help.

[REDACTED] does a tremendous job and is very helpful.

[REDACTED] is fabulous.

Originally when I contacted support, I was given an incorrect answer. I asked the question again and got a completely different answer which prompted an amendment. My question stemmed from the new system and the categories, as they were different from the previous system. Our demographics have not changed, so it was difficult to find some existing categories in the new system.

Our contact for the program is wonderful.

Overall, the customer service has been great with the response time and quality of the response.

Provide us with a direct contact person. It took several emails to the generic email I was provided in order to find someone who knew what the Impact Aid program was. And several districts I know get different answers to the same question.

Your staff is always helpful and top notch. I wish I had more time to devote to this program.

FCC - 2020 - Q35.17. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

A little timeline perhaps of when we should receive it or a roadmap for the year would be nice specific to our school.

Accurate and correct estimation of payments. Through my conversations over the last few years with your office, all I've learned is that we will never know how much we will receive and when. That makes managing district funds very challenging!

An email notification with amounts to be paid.

Approval receipt, update on amount of award to come, estimate on delivery of first payment, etc...

Basically, I would just like to know if everything is complete the way it should be and if the application was accepted, or if there's further information that I need to provide.

Communication to the County who helps oversee our funds.

descriptions in the payment to our bank so our County Treasurer knows what the money is.

Don't know specifically. Just keep trying to get better at gathering the information and applying so we don't keep losing money.

Email correspondence is suffiecient.

Emails at [REDACTED] and [REDACTED]

I cannot think of any.

I have not checked in the last week or so if there is a communication about the payment for this year so I'm not able to answer this question.

I would like to know what is the estimated amount of the full reimbursement.

I would like to know where we stand in the review process/payment maybe a why to look at it online

I'd still like to receive a copy of the payment voucher.

Information about whether the application was processed and any information that would tell us the outcome of the application. I did receive an email last week about a question about our application that led me to discover that I had reported a total like we did previously in G5, but that now should be reported differently. The staff member made the change on our application to show the correct number. This was exceeding helpful and gave me much confidence in the staff.

informing us with the status and the breakdown of payments, and the frequency they will be delivered

It works fine just the way it has been done.

It would be nice to put a projected LOT to know where we might land with final payments.

Just more information for status

My go to people are [REDACTED] and [REDACTED] and they are GREAT!!

My questions have all been addressed very promptly and professionally.

N/A

N/A

NA

NA

Never quite sure when and how much will be received

No additional communications needed at this time.

No additional communications needed. Every time I reach [REDACTED] or [REDACTED] my questions are fully answered.

No additional communications needed. You have a great staff.

No comment

No comments

None

None

none at this time

None at this time.

nothing

Nothing I can think of...The Voucher Training Webinar from a couple of years ago was very helpful. Maybe offer it annually on a Voluntary basis for layman and as a refresher for the 'seasoned' Impact Aid workers. Also, if you are allowed, offer Volunteer Webinars on how ADA or Negotiated Rate, etc. can be modified. Last but not least, petition Congress for more revenue for Impact Aid. :-)

Possibly email communication without having to go into the application to see the status.

Possibly that the application is currently under review.

The communications have always been great.

The communications that I have with [REDACTED] and [REDACTED] have been great.

The emails are great

The only additional comment I would have is that every time I call [REDACTED] or [REDACTED] they are very helpful and always answer my questions.

When I received a reply on the results of the review, I was able to see the financial results as well. I did not know that would be available before. That those results existed would be nice to know.

Your emails are just fine. Thank you.

Predominantly Black Institutions (PBI)

CORE QUESTIONS

Please describe how the Department could improve its website.

It would be helpful to have a section regarding upcoming competitions - one which explains the difference between a competitive and formula grant and when the funding cycles occur.

Perhaps it would be helpful to be provided on the website a concise glossary of terms, overall and specific to certain grants.

Ihave had very minor issues trying to use the search features on the website; some improvement there would be helpful.

Include up to date funding information

While the website has an abundance of information, the website has a cluttered appearance making it difficult to hone in on the information one is seeking. Once click on a page relevant to your search, that page normally has links leading you to additional information. In short, the information is not easily accessible, which can encourage people to dismiss the search.

no improvements

Have more information

My Program Contact was exceptional; however, new staff would benefit greatly from state and USDE sponsored training. When I accepted this position, there were few offerings for national PBI conventions and training. Those third party entities were less than adequate, in my opinion. Thank you all for the tremendous support you have given us. Lives have truly been saved and changed in this region. I commend you all for your efforts.

How grant reporting process could be improved?

Other than an acknowledgement that the APR was received, the college does not get any other feedback from USDOE. This feedback would be very helpful to new Program Directors in Years 1 and 2 of the grant. However, I do want to add that program officers are available and helpful when contacted.

The new reporting system has proved to be very beneficial and more user-friendly and with that, there are no improvements to note at the moment, other than maintaining a sound and sustainable system such as the one used now.

I thnk it is fine as it is.i

Some questions were not direct and would be answered subjectively.

There should be more consistency on when the report will be submitted, because in the last 3-4 years, we have submitted the report in January, March, and June.

no suggestions; current process is straight forward

Please go back to the original reporting format.

Use a SIF Agent to extract the data from existing software programs. Update the grant reporting system.

provide more APR training

FAQ guide to provide clarifying information on questions

Suggestions to improve technical assistance Department staff provide?

I would like to see more training offered by the U.S. Department of Education, especially in the early years of a five-year grant. Fortunately, our college was able to use a third party consultant/evaluator to help us navigate the PBI program. It is especially helpful when Program Officers are allowed to participate in training offered by a third party consultant. That has been our only time to meet face-2-face with program officers.

There are no improvements to note, currently.

The TA has been excellent.

More workshop that include the ED program liaison. More meetings with the ED program liaison.

No suggestions

no suggestions

N/A

n/a

provide monthly trainings

CUSTOM QUESTIONS

PBI - 2020 - Q24.2. How can PREDOMINANTLY BLACK INSTITUTIONS improve the usefulness of the technical assistance you receive?

I realize that there are many training videos and other resources available, but during the first year of the 5-Year formula grant, a workshop/webinar about available resources would have been helpful. First-year project directors are busy making sure grant activities are allowable and managing the budget, that a gentle push in the direction of helpful resources would be a wonderful thing.

Our institution has been provided timely and satisfactory service and therefore, presently, there are no improvements to note.

PBI has cosistently provided useful TA and I have no suggestions for improvement.

More collaboration and communication

N/A

no suggestions

N/A

n\a

PBI - 2020 - Q24.5. What can PREDOMINANTLY BLACK INSTITUTIONS do to improve communication with you?

My program officers are always helpful, it there is a lag in responding it is because of the number of schools that they are serving. I am grateful for the time and interest they show in our progress. An initial scheduled call might be helpful.

Communications received to our institution are timely and responsive, thus, there are no improvements to note.

Communication with PBI has been excellent.

Monthly meetings

Sponsor more webinars and conferences addressing the questions and concerns of the Project Directors. Also address some of the changes via a newsletter or something of the sort.

no suggestions

N/A

n/a

PBI - 2020 - Q24.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Again, more training for schools new to the program.

Email blasts would improve the overall process and protocols associated with the grant competition, to ensure all are informed in a timely and efficient way.

I have been very comfortable with the process and protocols and have no advice for improvement.

More collaboration and communication

N/A

no suggestions

None

Provide training and technical support.

Project Prevent

CORE QUESTIONS

Please describe how the Department could improve its website.

No comments

The site is not bad, I'm sure most of my issues are myself and not the actual site. The search feature could use a little improvement.

Very clear and user friendly. M

How grant reporting process could be improved?

Using G5 was a challenging. The system kicked me out serval times without saving the information I had already added.

Reporting issues for this past year are related to COVID-19, not the USODE...meaning remote learning hindered our reporting abilities because it hindered our ability to obtain necessary data.

Email submissions rather than G5 as an option.

The process is fine as it is, we have just struggled a little getting the needed data. We did not get to complete the normal student assessments or all of the needed surveys done due to the COVID shut down.

Planning meeting one month or two ahead of due date would be good.

Better informed of the timeline when the due date has been changed. Earlier reporting guidelines webinar in order to obtain required signatures from the district. More timely responses to inquiries and emails.

Extend the report deadline. Fifteen days following the end of the program year is insufficient to ensure that all information has been included.

The GPRA measures have been altered and are unclear. They are also very difficult to measure and COVID issues have added to this. Our grant officer has done her best to help us interpret expectations and has communicated them as soon as they are available. If decisions could be made in a more timely manner this would reduce stress.

Suggestions to improve technical assistance Department staff provide?

While the CoP seemed useful in the beginning, it is not contextually appropriate for our particular grantee site.

None

I can't think of any the technical assistance staff is great.

Leadership Coaching--courageous conversations.

Timely feedback. Resource documents to assist with planning grant objectives and measures.

Primary Ed-Funded Technical Assistance Provider?

National Center on Safe Supportive Learning Environments American Institutes for Research

AIR

American Institutes for Research

NSSLE

What is your job role?

Project Manager

Promise Neighborhoods

CORE QUESTIONS

Please describe how the Department could improve its website.

I need to further review and use it to provide recommendations

It has been improved. Sometimes find contacts is not as apparent.

Update more frequently. Load all materials from TA providers so everything is in one place

Excellent website. Upgrade from the previous site. Consolidate current open grants in a central location.

do not utilize OESE.ED.GOV website at all.

no suggestions

Continue to develop search functions for faster access to information.

Need more up to date documents.

More links to research and evidence base and local practices in each area of work.

How grant reporting process could be improved?

More conversations about what data is collected and how; what is most relevant to running the program, and how to improve ease and use of data for all grantees would be helpful. Changes in data and reporting due to COVID 19 would also be helpful.

Review together after submitted to provide opportunity for discussion, planning, TA

Immediate review of reports by program officers to ensure all necessary information submitted, this is more relevant for new grantees.

The system utilized Clear Impact Scorecard is difficult to navigate and much of the information feels redundant. Ease of use is lacking.

no suggestions

Reviewing the type of data being collected. Some data sets require extensive efforts to gather.

It would be helpful if the Department leveraged our collective data to advocate for policy change. Additionally, it would be a great resource to have a data visualization and an executive summary that speaks to other PNs' success as a fundraising tool. A document that clearly speaks to ROI.

need more up to date documents and documents written with more clarity.

There are a lot of clicks to enter information in different locations in Clear impact. The data is not always the most useful way of tracking our progress.

Suggestions to improve technical assistance Department staff provide?

The technical assistance has bee much improved over these last few years. The communication is better and the actual assistance is improved.

If the Department staff is hearing the same types of questions, concerns from the grantees let us know and offer Zoom meetings to discuss.

Sharing evidence-based approaches in various subject areas and identifying what would be considered evidence-based outside of a critical review of research literature.

More timely communication with COVID 19 Roundup email communications. Sometimes they come too late and some of the TA events or webinars have already passed or they are on the day you receive the email.

no suggestions

Technical assistance provided by Department of Education staff as well as it's TA partners has been excellent and very helpful for our work. Only recommendation is to continue implementing in the manner currently being provided.

Continue to provide opportunities for PNs to meet with [REDACTED] and [REDACTED] from CSSP. These coaching sessions provide thought leadership and an opportunity to discuss challenges and develop strategies/solutions.

Primary Ed-Funded Technical Assistance Provider?

Urban Institute

REL

Sustainability planning COVID-19 what other PN are doing Data   Policy development and driving agenda

Urban Insitute. Provide excellent support and summaries of reports.

Urban Institute

Urban Institute

Urban Institute

What is your job role?

COO

CFI Group

Promoting Postbaccalaureate Opportunities for Hispanic Americans Program

CORE QUESTIONS

Please describe how the Department could improve its website.

It needs to mobile phone friendly. It needs better search function by specific areas of the Department of Education

Stronger search function. Easier navigation and organization of materials.

The current website is very comprehensive. We don't suggestions for improvement.

The main thing would be to keep it current. Many times I have gone to the website to check on something and it would post a 'last updated' date that was weeks or months old.

The challenge of all the website is update immediately the information, it is a continue area to improve.

Overall going on the website is a positive experience. It might be helpful to have FAQs prominently featured on landing page.

I understand that the website is well structured and organized. I can access the website and explore the topics of interest without difficulty. Obviously there are many areas to see and it takes time.

N/A

How grant reporting process could be improved?

Do not launch a report that has 'bugs.' Remember that the report cover several types of grant, which make it difficulty when not all the questions apply to you but you need to answers regardless in order to move the next question.

APR is sometimes down and not always reliable. Seems to change a lot. Sometimes APR help requests are delayed in responses.

So far so good. We don't have suggestions for improvement.

Oftentimes the instructions are much longer than the report itself. Within the last year, the form for the APR changed radically and with little notice. Therefore, I was asked for items I had to research before I could report on it because it wasn't what I was collecting data on. For example, it asked questions about how many grad students had accessed a website. Since the grant directors do not manage the college website, I wasn't prepared to answer that question and it was difficult to gather that data. (Just an example).

CFI Group

Offer more specific training per area of the report.

I have not yet received ANY information about the reporting process

Perhaps prepare a one sheet fact summary.

Currently I have only worked the Interim Perfomance Report

N/A

Webinars to help PD to complete the APR

Suggestions to improve technical assistance Department staff provide?

Technical staff in conjunction with Department staff did an outstanding job. Please provide more funds so that they can be available more hours for both West and East coast.

It is working really well. The assistance has been provided in detail and on a timely manner.

I don't know how to answer this question. I don't know what the staff responsibilities are. When I was able to reach a person, they were always helpful.

Technical Assistance related with review and update of evaluation strategies. How to improve the piloting services.

Much of the technical assistance hasn't applied to our activities

I have found them to be very helpful.

Perhaps via emails could add mores technical assistance and also more webinars.

Have had significant problems with the system changed in APR submittal. Need to have changes beta tested prior to release to general grant funded institutions.

What is your job role?

Professor/Grant Director

Department Chair

project director

CUSTOM QUESTIONS

PPOHA - 2020 - Q19.2. How can PPOHA improve the usefulness of the technical assistance you receive?

More funding for both Technical and Department staff to support Project on both the West and East coast. Long hour for the support lines.

More timely and consistent support for APR.

It is working fine for us.

The problems I encountered over the years were less about the technical assistance but more about the redundancy and timeliness of the documents describing and requiring responses.

Our program officer is non-respondent, when we do get a response, does not answer questions and does not seem knowledgeable about our questions. We receive little information about reporting requirements and the technical assistance often does not seem to apply to our program. Information about webinars is provided last minute, and then are not even running when we shift our schedules to attend.

Having a list of FAQs might be helpful.

PPOHA - 2020 - Q19.5. What can the PPOHA do to improve communication with you?

My Program Officer has large load of grants to monitor. They need for help by more staff.

[REDACTED] was excellent.

The communication has been timely and clear. Thank you.

I don't have any suggestions here.

The communication is excellent.

Frequent communication about things that matter, such as annual and mid-year reporting!

PPOHA - 2020 - Q19.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Grant competition is complex. It requires understanding not only the Department but grants.gov. These process all tedious and require experience. The whole process requires overall but it is difficult task. I do not have real solution. I can provide one step. You should take one large

public university and one small private university. Observer what it take to input the Department's data into process. Start with the end user (the Grantee).

Perhaps more consistent communication but we appreciated that we were not micromanaged and were trusted to run our grant program.

Perhaps more time available to prepare the grant application submission may be helpful.

The PPOHA grant has different allowables than many of the other competitions--for instance, direct aid to students in the form of fellowships. Sometimes, the application materials do not reflect the differences in the competition regulations; therefore, the online 'one-size-fits-all' format makes it difficult to respond to the questions adequately. I would suggest revising the online application format in ways that reflect the actual goals of the particular grant.

This grant competition is clear in term of protocols and the overall process.

REAP-Rural and Low Income School (RLIS) Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Provide a place where archived guidance and information could be accessed for reference.

Not sure. I can usually find what I am looking for, just take time.

My only struggle has been making sure to get the new updated link. All of the old web pages still are live and will show up when a district or SEA searches for the proper (new) web-page URL's.

I do not have access to the website.

It can be a little cumbersome at times, but overall it contains good information.

Provide a training and/or modules to navigate the site to specific programs.

More robust examples of allowable uses of SRSA and RLIS funds. It's the biggest question asked, the examples are sparse, often a poor use, and requires that the person is familiar with I-A, II-A, III-A, IV-A alllowable use--that's a non-answer.

I haven't used it this past year so I could not provide a valid suggestion.

For me the new site easy to navigate. I am able to find what I was looking for quickly. No suggestions for improvement.

More up to date information and post webinar handouts to share with LEAs

Focusing on making easy to Navigate the Website is really important

The staff and new website at ED has been amazing. They are always quick to respond and have assisted any need we have. We love the OESE website and look forward to sharing with the LEAs.

Continue to update materials as the old site was seriously outdated.

Sites are relativity easy to use.

The search feature has never yielded current results for me. Please don't bring up outdated/null information in searches.

Many links are broken or out dated, information is not well organized and easy to find.

I have a hard time remembering the new site. I have to go to the old site and then get to the new site. When I search Rural Education at USDoE, why doesn't it send me to the new site instead of the old site.

Organized better

The RLIS website is not helpful at all but the max.gov platform if very helpful.

How grant reporting process could be improved?

They system works for me.

Nothing to improve at this time.

I am new to this role and still learning.

Nothing. Good work.

I feel the current process is very straight forward and easy to complete and submit.

Provide training/modules on performance data metrics; effectiveness of specific programs with consolidated/aligned approach; resources and timelines for reporting

The issue is subgrantees must set their own relevant, diverse program measures. Trying to aggregate these into a state-level report is impossible.

More transparency on what the data is being used for.

Right now RLIS does not have reporting requirements to my knowledge.

Put CSPR data requirements out earlier so we have time to gather the data needed.

Difficult for me to say as our reporting is done in a centralized unit in our agency. The parts I'm required to work with are clear and easy to handle.

Process has improved

The MAX.gov intermediary is not user friendly nor is it helpful to have one more platform to manage.

Suggestions to improve technical assistance Department staff provide?

Provide regular conferences (on-site) and trainings related to rural schools and challenges which would allow for a better network and resource exchange.

The assistance I needed was met.

Nothing to share.

No suggestions right now

Nothing.

I feel that the trainings provided are appropriate and meet the programmatic needs.

provide guidance/TA to SEA that promotes/supports request for assistance via program specific staff rather than SEA Federal Liaison only (or identified SEA representative)

This survey seems somewhat out-of-sync with the program being evaluated. REAP and RLIS are pretty small, simple programs. I would prefer the requirements, reporting, and expectations for these programs remain the same, knowing that not much of the TA this survey asks about is provided. In contrast, I would not want to see an increase in requirements, reporting, and expectations, even if accompanied by an increase in support. We do not the time in our work life for this small add-on grant to grow.

1) Ask the SEAs what their needs are before providing TA 2) Any changes to the eligibility process need to be CLEARLY articulated as soon as they are made so the SEAs can relay that information to their LEAs

This is my second year running this program in my state. It would be helpful if Department staff could come up with a timeline of activities related to RLIS (and SRSA) so that over the course of a year, I can anticipate what will occur and what responsibilities I have related to REAP grant. Then, for those of us new or relatively new, a webinar going over the timeline would be great. We get the big training, and that is very useful, so maybe this goes into the big webinar, a graphic timeline would help.

Presentations on completing the new SRSA application were excellent, as has been communication to our LEA recipients. Presentations on the programs, such as at the annual ESEA conference have provided nice overviews, but haven't always illuminated more in-depth needs or common questions. Eligibility spreadsheet is a bit on an enigma to me--could use more training on that, as well as how SRSA and RLIS eligibility is determined and allocations are made. Is new non-regulatory guidance for the REAP program coming out soon? Is it just me, or is it pretty outdated/overdue?

Create work groups within states so we can network and collaborate together.

USDE conduct quarterly meetings with SEAs to discuss and give guidance on specific topics related to SRSA and RLIS.

The TA given for REAP is very well organized and well presented. I have been able to refer back to presentations when I have questions.

If USED would fully manage SRSA and not rely on states to do that go-between role, it would eliminate a lot of confusion for LEAs and not waste communicate time having to filter through states who don't manage the application platform and are not the grant managers.

Primary Ed-Funded Technical Assistance Provider?

Neglected or Delinquent Education Technical Assistance Center

We receive support and assistance from our comprehensive center.

REL with webinars/trainings with best practices, data

NDETAC, RELs, The Title IV one...T4P4?, truth be told I get a ton of emails from the DOE. Communication is great, but I oversee 8 grant programs...it would be nice if I could expect communication from 5 or 6 primary addresses at the DOE, vs. 30. All the third party DOE contractors and redundant messages on multiple listservs...If I don't recognize the sender, it doesn't get much attention from me, which means that sometimes things get missed on first pass.

[REDACTED]

Comprehensive Centers.

Education Northwest

REL Midwest, Youth for Youth

[REDACTED]

What is your job role?

SEA

CUSTOM QUESTIONS

REAPRLIS - 2020 - Q50.1. How can the REAP program office improve the MAX.gov process, through which States provide the necessary data to the Department to determine annual LEA eligibility for the REAP RLIS and SRSA formula grant programs?

N/A

I have had no problems with the MAX.gov process.

Push emails to RLIS State Coordinators timeliness through out the grant funding cycle. Don't like to miss notifications and then rely on MAX.gov to go and find the notifications.

No suggestions right now

Nothing. Good work.

If there is a way to provide more direct links, instead of the pathways. That would make it easier to navigate.

Continue to incorporate feedback and input from Stakeholders; clear transparency and communication

When you want us to reach out to LEAs on your behalf, we need for the current, relevant documents to be available on OESE's public website, we need the link to stay stable, and we need you to do a better job of dating documents so we know if changes have occurred. Posting on Max.gov does not achieve that.   Also, in the winter when you keep revising eligibility and summer when you keep revising your 'final award' info, it would be great if you could say something like 'In this revision of the national spreadsheet, there were only changes to the following states: Maine, Oregon, Florida' etc. It's a bulky document that I customize each time you update.   I don't like having to log into Max.gov only to discover an insignificant or irrelevant change has taken place. It would be considerate if [REDACTED] or whomever would provide a one sentence summary of what the change/update is, so we don't to go to Max.gov when it's irrelevant to our state. We're busy people!

An updated interface for MAX.gov would be helpful. Currently it is very 'clunky' to receive and submit files as proven by different states uploading to the wrong place annually.

The REAP program office could provide a brief training on MAX for the new people. It took some poking around for me to figure out if I'm in the right spot, and if am I seeing everything I should be seeing. The term 'child page' was new for me, too (first reaction is 'what's a child's page'). It's a good way to set things up, I'm just unsure if I'm really getting everything out of it that I can or should be getting.

Touched on this before. A bit of training on the spreadsheet and how eligibility and awards are determined would be nice, as I get a lot of questions from LEAs.

Provide better communication to the SEAs regarding changes in the Master Eligibility Spreadsheet and communication to LEAs that receive SRSA funds.

Needs to emphasis the schedule (dates of the data) required from the state to determine the eligibility. Such as what census year is required, what period and year is needed for ADA count

I have no suggestions at this time. Max.gov is easy to navigate, I've never had any problems accessing it.

CFI Group

Not much more improvement needed. The process has evolved over the past 5 years and it is pretty seamless now.

This process works well. I do find getting emails when a state makes changes a bit irritating, but still, system works well.

It would be nice if we received a notification that the information was received.

REAPRLIS - 2020 - Q50.2. How could we make the annual fall What SEAs Need to Know webinar more beneficial to your State educational agency?

Provide a different format.

The last webinar was perfect for my needs.

No suggestions right now

Nothing. Great work and great presenters.

I feel that this webinar is beneficial and provides the information needed to operate the statewide program.

Include a section/time for what an LEA needs to know and invite LEAs to listen in (so message is consistent and clear)

I think the webinar was fine.   However, the actual instructions had significant errors last year. Also, we should have 6-8 weeks to gather the data.

Provide a 1-page document prior to the webinar with all of the key/important points so folks know if there is anything specifically they would need to attend and get clarification on.

I've added some comments about this in other open text boxes. In sum, provide a graphic timeline with benchmark requirements for RLIS/SRSA so that cyclical work can be anticipated; provide a run-through of the MAX site for new users.

Create breakout sessions for Q & A and provide copies of the recording so we can go back and watch it later.

I think increasing the number of webinars are needed to allow opportunities of asking questions

Include as a Q&A some of the most common questions SEAs have asked the REAP team regarding both programs.

Its great and covers all areas now!

These webinars are awesome and cover everything I need to know.

This webinar is very useful and well organized.

REAPRLIS - 2020 - Q50.3. How do you hear about REAP program updates and events (e.g., webinars)?
Select all that apply.

Max.gov

WestEd CoP

MAX.gov; my REAP colleague from a neighboring state is also good about alerting me to updates.

REAPRLIS - 2020 - Q50.6. Please use the space below to share any additional thoughts you have about the RLIS program.

I am not aware of many of the 'services' as mentioned in this survey, offered by the Rural Education Achievement Program (REAP)/Rural and Low-Income School Program (RLIS)

My contacts at the Department of Education have been extremely responsive to my needs and questions.

None at this time.

None right now

Nothing.

Overall I am satisfied. I wish, however, that our state contact at ED were better about responding to emails. I know that some staff do respond promptly, but our state's contact does not. At times I send the same question 2-3 times before receiving a response. At times I receive no response. This makes my job harder, and I am less able to assist our school districts because of this.

Overall, I am pleased with the RLIS program.

Thank you for the ongoing communication and support.

The REAP office has made many significant improvements in the year which are greatly appreciated. In particular, providing each LEA an estimate of their SRSA -vs- RLIS was a huge help to SEAs and LEAs.

The revolving door of REAP program officers makes it difficult to develop working relationships with.

The RLIS program office has been exceptionally responsive to my need requests via MAX and even email. They are courteous, knowledgeable, and timely in their responses. Thank you, much appreciated and incredibly necessary for me in providing assistance to REAP districts in my state. Their guidance helps me learn the grant process and become better at what I am doing and providing.

The staff that I've worked with at REAP has been excellent--responsive, helpful, knowledgeable. Additionally, the couple of webinars I've seen have been great. I think more 'paper' resources would go a long way--cheat sheets, non-regulatory guidance, walk-throughts, etc...maybe they exist and I don't know where?

REAP-Small, Rural School Achievement (SRSA) Program

CORE QUESTIONS

Please describe how the Department could improve its website.

N/A

I'm very happy with the website and it's an improvement from the past and the application is easier too. Thanks for the improvements!

n/a

N/A

Website is appropriate as is

N/A Works fine

Having to constantly change passwords is a major headache.

It is very easy to use and navigate.

N/A

No problems

No suggestions at this time.

The website is not too difficult to navigate. Although we realize the security required, the resetting of the password so often can be problematic.

You have done a great job of being responsive to our needs thank you. Just make sure to consider user friendliness when making any adjustments to the site.

n/a

Make it simpler and easier to use/navigate. Also, make it visually appealing and not overwhelming. For example, small font sizes and too many words on a page can be intimidating to the user.

Not really sure

I think they've done rather well.

With the recent revisions of the website, there are no current improvements I would suggest.

Just more information on how the process works and offer additional support to new users.

None at this time.

More detailed search available.

Was very easy and smooth process

I found it difficult/cumbersome to try to find the correct area to get to REAP. I felt it wasn't super easy. I typed REAP into the search bar and it didn't bring up the REAP page - it was a different area.

It is not very user friendly especially if you do not know the number reference.

Make it as straight forward as possible.

Not applicable - I did not visit the website

We didn't use that website.

You have to guess as to what you are looking for when you are in the site.   It is not user friendly in my estimation

How grant reporting process could be improved?

It works well how it is.

Last year's grant was an enormous improvement from the previous year. Things were streamlined and simplified. Thanks

n/a

N/A

N/A - Simple and straightforward.

No changes necessary

more clarity and quicker response

At this time it is very easy to use and navigate.

N/A

Nothing

CFI Group

No suggestions at this time.

n/a

Make it simpler and easier to understand.

There are no suggestions, at this time, to improve the process.

None at this time.

Don't understand the question. What reporting process?

Honestly I don't review much of the reports. Time is very limited in the office we wear many hats so sending me anything to read more than likely is not going to happen. One page maybe.

It is SO much better than it was a couple of years ago. I greatly appreciated how much easier it was to complete for my little rural schools.

Suggestions to improve technical assistance Department staff provide?

N/A

I had little experience with this part

n/a

N/A

N/A

Needs are adequately met

less waiting time on help calls

They are very helpful and informative.

N/A

Nothing

None at this time.

more reap training options

n/a

This department needs more telephone staff to answer questions. It is very cumbersome for people to get access to someone to assist them.

None at this time.

Support wasn't provided

The online application is much easier than before. The quick how to webinar that showed how to complete the application was helpful.

Primary Ed-Funded Technical Assistance Provider?

I don't remember.

What is your job role?

Assistant to the Business Manager

Asst. Superintendent

Assistant Sperintendent

Director of Operations

CUSTOM QUESTIONS

REAPSRS - 2020 - Q51.1. How could we make SRSA webinars more beneficial to you?

They are good as they are.

n/a

n/a

They are great

NA

Nothing at this time. Very helpful.

N/A

Nothing

No changes are necessary.

Consider allowing the purchase of software with instructional hardware, it is very difficult to fully use the hardware without the proper software.

The current webinars are effective as is.

Simple, easy to understand. Record all of them and post online so users can watch them on their own schedule.

don't know

There are already very beneficial, and I can't think of a way to improve them at this time.

Webinars suitable for new users.

REAPSRS - 2020 - Q51.2. How do you hear about REAP program updates and events (e.g., webinars)?
Select up to 3 options.

New Jersey School Business Officials, County Office

REAPSRS - 2020 - Q51.3. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your SRSA grant.
Select up to 3 options.

Continuous updating of information, i.e. DUNS, Passwords, etc..

REAPSRS - 2020 - Q51.5. Please provide any suggestions for how the REAP team can reduce the overall burden to your school district.

Overall process goes very well.

n/a

REAP is very flexible and has been wonderful to work with. If it was not for REAP - technology for our students would not come close to what they have now. We cannot thank you enough.

The link for the application should be sent to the Business Administrators as well. It was only sent to the districts superintendents.

This year was very smooth, no issues

NA

Nothing at this time.

None

None at this time.

Continue to offer the opportunities for training and clarification as well as application submission tips and tricks.

I like the new process

It's not a burden.

Keep it simple and easier to apply.

Site can be hard to locate the grant application

they already did made the application process pretty streamline

REAPSRS - 2020 - Q51.6. Please use the space below to share any additional thoughts you have about the SRSA program.

email confirmations need to be able to be sent to someone other than Superintendent. Most Superintendents do not forward or even now what the emails pertain to.

Great program and very appreciative to have it.

I have been happy

n/a

n/a

N/A

N/A

NA

Need information on award amounts and how they are calculated.

None

None at this time.

Since we don't use the site often, it can take time to re-learn the application process.

Rehabilitation Long-Term Training Program

CORE QUESTIONS

Please describe how the Department could improve its website.

Keep it up to date. Make it user friendly.

More information about resources available and how to find them. I have had difficulty finding information about grant applications and also finding state reports.

Double check the links and review old pages for updated content and for missing content.

Staff need more training on what university programs actually do. They also seem overwhelmed by reporting requirements and ask for the exact same information over and over and never seem to remember the answers. They waste a lot of time.

None. So far I am satisfied with the website.

I just don't feel it is user friendly, not very intuitive. For a first time grant manager, I think I spend too much time looking for what I need.

Provide an updated list of currently funded grantees and contact information.

How grant reporting process could be improved?

PIMS needs major improvements starting with putting the grant number on communications.

This could be improve by providing the report instruction earlier and having the reporting upload available earlier. Some of the requested report information is duplicated across sections.

The data collection is very confusing and not relevant to our program. We also need to re-enter everything every time instead of building on prior reports. It is a very poor system.

None.

Numerous issues came up with the loading of my grant reporting packaging (it was not there and took many calls to help desks and project officer and supervisors to get it resolved). The annual report instructions were confusing and contained inaccuracies. G5 was difficult to navigate and required support from help desk on numerous occassions.

Feels like requests are typically made 'last minute', or right before a report is due. I realize reporting is an important part of the process. But last minute adjustments or requests puts everyone in a bind. Timely communication is key.

Provide consistent guidance (from all project officers) regarding how the reports are to be submitted, and approved by whom within the institution.

Suggestions to improve technical assistance Department staff provide?

Some Project Officer are much better informed that others. Some Project Officers do not have a good understanding of the projects they oversee.

I was not expecting technical assistance since there has been very little that has been of any benefit.

N/A

Provide outreach to project director about available technical assistance.

I wonder if I am just unaware of some of the supports potentially provided. Better communication and marketing of what is available to grant managers may be beneficial.

Providing an updated Payback Manual would be very helpful.

What is your job role?

Project director

CUSTOM QUESTIONS

RLTT - 2020 - Q10.2. How can RLTT Project Officers assist you better with fiscal management, program reporting or other technical areas?

Reports on status of the grant have been very helpful in making sure funds are being drawn down.

Don't ask for the exact information over and over

N/A

More clarity on working within the fiscal year budget and higher education academic year budgets (which differ). More clarification on carryover funds for events such as pandemic when some funds cannot be used. More support for the G5 reporting.

I think templates are always great. Helps us know what elements are required in terms of reporting and take out guesswork.

Schedule review of grant applications so that programs have more than 24 hours notice to start up new grant projects, so it is possible to fulfill obligations for the first year of those projects.

RLTT - 2020 - Q10.5. Please provide an explanation to support your rating.

Availability of scholarships promotes study in the field. Requirement to place all RSA scholars in internships in state VR agencies cannot be met due to constraints of the state VR agency over which we have no control.

The financial support allow the program to recruit students of colors and students with disabilities.

The program is filling a huge need within state-federal VR and provides quality training for the next generation of counselors. Through this program, individuals with disabilities are in turn given better quality services which serves an important need in working towards a better quality of life and in promoting social justice.

Many of our supported scholars are already working in State VR agencies. They come to us as part of state supported CSPD programs. I would like to see students become aware of rehabilitation counseling and the many possibilities associated with the degree in terms of serving people with disabilities. Given the continued high turnover in terms of the counselors working in State VR agencies, I think the system needs to look at what they can do to support graduates/scholars post graduation to maintain their interest in working in that practice setting.

Programs work extensively with state VR agencies to develop appropriate practicum or internship placements for scholars.

RLTT - 2020 - Q10.6. How has the implementation of the Workforce Innovation and Opportunity Act affected your grant project?

Required changes in program content.

It has made it more difficult to get graduates employed with state VR agencies now that WIOA permits state VR agencies to hire counselors with bachelor's degrees. We are currently trying to work with our state VR agency through the State Rehabilitation Council to encourage the agency to recruit master's level counselors in the interests of both quality of services to clients and staff retention. Bachelor's level candidates are not equipped to do the job effectively, yet are getting the same pay as master's level candidates.

We expect WIOA to reduce the number of qualified rehabilitation counselors working in SVR agencies.

No

I don't know.

Yes, it has increased interest in RLTT as many of our applicants want to work with transition age youth and there is a demand for VR counselors to work in transition services.

I think the lessening of the educational requirements was a mistake, but I also recognize I am likely biased. However, we ware seeing more and more students with limited disability knowledge and awareness. This impacts their ability to provide comprehensive services; they may simply not be aware of the biopsychosocial aspects of disability to truly serve the individuals they work with.

It is unfortunate that WIOA reduced the requirements for qualified Rehabilitation Counselors (Comprehensive System of Personnel Development), which reduces demand by highly qualified applicants for this training. On the positive side, responsiveness to WIOA has increased focus on transition-aged youth.

RLTT - 2020 - Q10.7. How has the conversion to CACREP standards affected your grant project?

Moving from 48 to 60 hour program

The elimination of the dual accreditation in clinical rehabilitation counseling and clinical mental health counseling at the end of current accreditation terms for programs with dual accreditation or who had both CORE and CACREP accreditation before the merger forces programs to make a choice of a single area of specialization. Per CACREP policy, students who want to complete two specializations must complete an internship in each area of specialization. This is unrealistic for students who want to graduate and start a career. This policy needs to be eliminated. The only way to keep a program viable, at least in our geographic area, is to opt for the Clinical Mental Health Counseling specialization and then keep rehabilitation counseling as a focus within the Clinical Mental Health Counseling specialization, which CACREP is OK with. Prospective students are not familiar with rehabilitation counseling and also are concerned with the ability to get licensed, particularly in states where rehabilitation counseling is licensed separately from the licensed professional counselor credential, which is the credential prospective and current students want. Our grant project and our program in general has remained successful by integrating rehabilitation counseling within clinical mental health counseling. However, this is a major issue for the field, and work is needed with CACREP around the areas of specializations. In my opinion, CACREP should get rid of all the specializations and train Clinical Counselors, as social work programs do, The many

specializations serve only to divide and weaken the counseling field. Also, a look at the number of accredited programs by area of specialization as reported in the CACREP Annual Report shows that the overwhelming majority of programs are Clinical Mental Health Counseling or School Counseling. It seems these are areas to focus on with 'specializations' within these two large areas.

It has diverted some focus toward general competencies rather than rehabilitation specific competencies.

We are CACREP so no change

The students are taking more credits per term therefore, the student costs have increased but I have figured out a way to still fund all students who are interested - but only their last year in the program.

N/A

It has impacted some of the interest in vocational rehabilitation with more students seeking a more clinical/mental health internship and employment. As such, we have lost students who would have applied for the grant as they would rather not complete the payback in VR or the VR focused internship.

It has not impacted it as greatly as other programs. Many of our students are interested in state licensure as counselors. As such, we had started migrating that way. I do not see the CACREP merger as an issue - the larger issue to me is the organizational culture with State VR settings that does not allow rehabilitation counselors to function with their full skill set. In my opinion, this is part of the turn-over problem. We train them for the field of rehabilitation counseling, but the practice setting of State VR does not allow or support them in using their entire skill set. So they end up looking for other options that allow them to use their entire skill set.

The program will soon need to decide whether to require students to complete two separate internships (to satisfy both Rehabilitation Counseling and Clinical Mental Health Counseling standards), at great expense to the students and to the program needing to provide appropriate supervision, or to have two separate tracks. If separate tracks will be created for Rehabilitation Counseling and Clinical Mental Health Counseling, students pursuing the Rehabilitation Counseling track may have problems seeking counseling licensure in many states. That will significantly reduce the number of qualified applicants seeking admission into the Rehabilitation Counseling program.

Increase in credit course hours and the economic impact

RLTT - 2020 - Q10.8. How have the 2016 changes to the Rehabilitation Long-Term Training program affected your grant project?

Not much

Placement in internships in state VR agencies has been very difficult due to issues within the agencies such as lack of qualified clinical supervisors. This requirement should be eliminated.

We are still having issues with State VR offices being willing to take interns - we are working on it, but I would really appreciate if RSA would work with CSAVR to help this process (I have suggested this several times during national meetings).

N/A

No that I know of.

I'm not sure - our award was awarded in 2019, so we have been able to focus on the updated changes and didn't have to compare it to previous grants.

It's difficult to respond to this question, because we've mostly rolled with the changes. The requirement that scholars who exit after completing less than one year of the program must repay financially instead of with employment is a change that has affected few scholars, but has a profound impact on those who have so exited. Collecting and securely storing documentation of citizenship can be a challenge, given our university prohibition against electronically saving social security numbers. When not dealing with a pandemic, there are work-arounds (like keeping hard copy materials in locked physical files), but when mandatory telecommuting is implemented, this is a challenge.

None

RLTT - 2020 - Q10.9. Describe how your Rehabilitation Long-Term Training grant project is improving employment outcomes for individuals with disabilities.

Better qualified counselors are able to serve the most severe persons with disabilities

First, our grant has resulted in the expansion of the number of students in the program, which leads to greater numbers of students trained in rehabilitation counseling to deliver services to people with disabilities. We also now offer the entire degree online, which in the age of COVID, has led to students who are comfortable working remotely. While it is difficult to tie these outcomes to employment outcomes for clients. it would seem that these would be positive for such outcomes.

It is providing much needed pools of qualified rehabilitation counselors for state VR agencies and their partners. There are large expected vacancies in the next 5 years in SVR agencies and their close partners, and the RLTT program will help fill these vacancies. Additionally, the RLTT program has facilitated greater collaboration between the our SVR agencies and our university. Our students are well trained and deeply committed to helping people with disabilities reach their employment goals.

Students are drawn to the program with the hope of earning a scholarship during their last year in the program. I am not sure how many would still be able to finish the education without the scholarship opportunities.

The grant project allows the program to train students to be more competent in working with individuals with disabilities in terms of supported employment, vocational rehabilitation, work adjustment, and advocacy.

We are training students on emerging best practices and provide a comprehensive curriculum that equips them to work with today's consumers. As such, we are sending well qualified students into internships and subsequently in the field to provide optimal services to individuals with disabilities.

We do think our students are getting a high quality education, are passing the CRC exam at a high rate, and many are working in state VR agencies upon graduation. They seem passionate about their field and genuinely interested in improving the lives of People with Disabilities. We

hope this improving and enhancing employment outcomes as they take their passion for serving people with disabilities and knowledge of evidence based practices to enhance employment outcomes into the State VR setting. Feedback from partner agencies seems to support this.
We improve outcomes by 1) giving RSA scholars the tools they need to effectively collaborate with people with disabilities to achieve their employment and life goals, and 2) exposing RSA scholars to the benefits of working for state VR agencies, increasing the probability that they will apply what they have learned in the program to enhance employment outcomes with state VR agency clients.

Replication and Expansion of High-Quality Charter Schools

CORE QUESTIONS

Please describe how the Department could improve its website.

It's pretty good now. Please keep making it better and more user friendly

Make it cleaner, with fewer options on the main page that funnel the user to more and more specific information per page.

I understand you are constrained by the administration but if you are going to ask about the helpfulness of materials, there are no materials for CSP grantees that are program specific following the application stage.

Site appears adequate. Might suggest more contrast in menu options (e.g. bold and larger font, contrast buttons, etc.).

I have never used it.

More user friendly vocabulary terms, or handy list of definitions for some of the 'inside baseball' lingo used.

How grant reporting process could be improved?

Uploading our report into the G5 system is confusing since sometimes there are measures that are redundant -- it's unclear if I have to repeat information in these different sections, or leave them blank,

We spoke with WestEd officials and learned the May2019 site visit was quite satisfactory. They shared they submitted the report to Ed.gov officials. We were promised a copy of the report by Ed.gov officials but it has not arrived yet.

Get away from overly bureaucratic forms and information requirements. What is the minimal amount of information to ensure that the funds are spent according to the grant purpose.

g5 is about the least user-friendly website I have ever used. It is extremely time consuming to complete the performance reporting in g5. The site also does not allow entering the GPRA measures as directed in the webinar. The process does not account for the fact that it simply does not make sense to report on every project measure every year.

Getting more in sync with school networks regarding when we have access to certain data annually.

As a grantee in our fifth year of funding, this process is fairly clear since we learned by doing. However, I think novice grantees would benefit from front-loaded training to understand how to develop performance measures, how to input data, how the data is used, and revisiting through the years. This would also be beneficial prior to the start of the final year to understand the process for final reports. Although there is a cursory webinar for novice grantees, we really have to rely on figuring out the process as we go.

It's frustrating when we have to do our annual report well in advance to the close of the reporting period. This means we have to provide another update once the reporting period is over. It feels like doing double work.

The most challenging element of the reporting process is that every year, after I submit, the quality and content of the feedback I receive on the report varies tremendously. Because my program officer has changed every year, their expectations about the report have changed every year.

The APR portal is difficult to navigate and to the point where we have inadvertently submitted incorrect information not because we didn't have the data to submit, but because it was not represented clearly in the system.

It's fine. No real need for improvement.

Don't understand why we have to submit the same data twice: Once for WestEd (a vendor) and another time within the Replication & Expansion sheet for our Program Officer.

Suggestions to improve technical assistance Department staff provide?

Honestly don't even know if I've ever actually received this TA...

Be more direct in what is needed to be in compliance.

Apologies have not been overseeing the grant for long and have not had any technical assistance. We have also had 2 new program officers during my time overseeing the grant.

I think guidance and training would be especially beneficial, particularly for novice grantees, and grantees approaching their final award year. Additional opportunities for networking with other grantees is helpful. The annual convening for Project Directors is informative, but I think are missed opportunities for deeper engagement and meaningful opportunities for learning. I appreciate the hands-off approach (as opposed to micromanaging), but I think it would be helpful to front load a lot of guidance and check ins for novice grantees. I realize this is difficult as the CSP office has seen A LOT of short staffing and high turnover just in the four years we have been part of the program. We appreciate the hard work of program officers and the CSP office in supporting the work of grantees.

I think there is a range of needs across grantees. Not everything offered is always applicable.

It would be helpful to at least have technical assistant about grant management expectations. I don't think CSP will run technical assistance that will make our school better.

Proactive reporting and budget management support would be useful.

We didn't ask for technical assistance, so can't really respond to this.

We've worked with some wonderful Department staff members, but we've also worked with many Department staff members, seeing several shifts in our primary point of contact across two CSP grants (one Expansion and Replication; one National Dissemination). Some turnover is expected in any organization, but it's been hard to develop a strong working relationship with Department staff in the midst of so much change. We also get the sense that Department staff are wearing lots of hats and have a lot on their plates. It can be hard to schedule time to talk with them. Usually we're scheduling a few weeks to a month out. It's often the best the staff can do, but when we have a technical assistance question that needs a timely answer, it can also delay the project. Overall, if possible, I'd recommend hiring more staff so that Department staff can be more responsive to grantee questions.

Primary Ed-Funded Technical Assistance Provider?

Manhattan Strategy Group

National Charter School Resource Center

What is your job role?

Director of Evaluation

Senior Board Member

RSA Vocational Rehabilitation Program

CORE QUESTIONS

Please describe how the Department could improve its website.

RSA does not give answers to questions. It refers to the 'guidance' but when its in conflict and is in a gray area, no one steps up to give answers. Vagueness is the standard. The web site looks nice, you need answers to make it worth while. That' a cultural thing within RSA.

I'm not sure at this time

Recent changes are an improvement. Still learning how to navigate it

Do not have recommendations at this time

It takes me several (too many) clicks to get what I need.

The website search engine is not specific to the VR content. RSA needs its own website where content can be aggregated for the user and searches easier. I find going out to Google and typing my search request is often faster and yields better results than the internal search function.

The frustrations I sometimes have is that there was a transition of reports and plans, and when I do a search, it feels I often can readily locate old data, but am more challenged to locate the up-to-date data

and state plans. I don't have a specific fix, but a wish that searches were consistently seamless and successful.

I think the new website it very user-friendly. Far more than the old one.

More user friendly. Categorized by topics/programs.

Start over. Whole new approach needed. Current site is too complicated, does not provide quality information, is cumbersome, lacks appeal, is confusing, looks and functions in an antiquated manner, little to no interactivity, data does not seem trustworthy or reliable.

Less bureaucracy, more actual content, don't be vague in responses, list contact information for follow-up. Less tips and more actual interpretation of what is needed for compliance

Changes that were made recently help in some aspects given that it's easier to look in the related areas, however, some information that was contained previously is not there and hard to find. Possibly a more robust search feature to be able to get to information with key words

Perhaps adding a 'home' tab to each page. I couldn't find state reports.

The Department is making progress with the new website regarding ease of finding relevant information.

I'd like to see the quarterly approved 911 reports on the website if possible.

How grant reporting process could be improved?

It's developing nicely. Turn around time on response to electronic inquiries regarding fiscal issues could be better.

provide annual review and technical assistance in advance of reporting deadlines for process improvements

I don't know where to begin. We have to report on far too many data elements. Lets simplify the 911.

The recent release of the RSA-17 is a good example of useful tools provided. The crosswalk and form instructions are great. I would suggest a webinar in addition to those tools when a major reporting form is changed. The Data Unit has done a pretty good job of providing some training webinars. States use different case management systems. Often it is trying to get the vendor in sync with both the business requirements of the SVRA and RSA guidance. There is a training component related to data elements. The ramp to train at the ground level is longer than the rollout of guidance and creates some implementation challenges. The 911 Dashboards are very helpful but not timely enough. As a result, our agency is attempting to replicate at the counselor and office level so that the data drives performance versus lagging the performance results. Bottom line, all the case management systems out there are clunky and need to be upgraded because reporting to RSA is not the real issue to drive performance. RSA hopefully is using the data it gets to advocate for and inform Dept of ED stakeholders - I think that is the case

I appreciate the increase in RSA's compilation and dissemination of quarterly data. Data hasn't always matched our internal data, in particular justified eligibility and plan delays. The MSG and credentialing

measures feel imposed upon VR rather than a natural way we would collect and measure progress - very DOL heavy. Not RSA's doing, and we have relied heavily on a combination of RSA staff guidance, technical guidance and WINTAC supports to understand how best to document and measure. RSA staff were very thoughtful and helpful in developing MSG measures, and I want to acknowledge the improved responsiveness of our newer RSA team to our questions and keeping us alerted to upcoming requirements. Thank you to our team!

I think knowing how all the data we capture is used by RSA would be very helpful.

Understanding the state challenges would help us implement the data challenges.

Current grant reporting process is completely lacking and does not meet our VR agency needs.   The best way to improve the grant reporting process is to have one (1) RSA driven database that is cloud based, easy to use, is interactive and inputs only the data that is relative to getting people with disabilities successful employment outcomes.   Why must each VR agency spend valuable VR dollars on their own proprietary database? The grant reporting process should be simple. Yet RSA overcomplicates the process, which leads to VR agencies spending money on tools that have little or nothing to do about getting people with disabilities employed.   The ONLY thing RSA should focus on is getting people with disabilities employed!!! Instead it seems as if RSA only cares about expanding their bureaucracy, promulgating byzantine regulations and keeping the status quo.

Get it right the first time. Can't count the number of times we have had to report inaccuracies only to receive second and third versions.

Make it less confussing and less restricted.

The reporting process works fine, however it feels that staff spend an excessive amount of time collecting data points, this takes away from the primary duties of a VRC. While necessary to collect data, would there be a way to ease the burden on the feild.

Last quarter's RSA 911 report submission was challenging, and this quarter's has proven to be difficult as well. For this report, the staff resources & programming costs to produce the report have increased greatly. Two things will help: 1. Don't change content of the report. The more that stays the same, the better everyone will be in completing, submitting, and validating the report. 2. Make the submission process as easy as possible.

Do not require additional data to be collected that isn't statutorily necessary.

continueing the simplification, less paperwork in MSGs

reporting requirements have created significant administrative burden on staff providing direct services. This focus on reporting instead of providing services negatively impacts clients and outcomes, which is counter production to the purpose and intent of the program.

Suggestions to improve technical assistance Department staff provide?

More timely and complete responses. Connecting us with other agencies that have successfully mastered specific issues. Providing data that helps us understand the why behind the numbers so we can make improvements.

Quicker turnaround and clear guidance on fiscal mandates

Some of the TA isn't performed by ED staff, so I rated it based on whether we do get TA from ED staff. We primarily receive TA from the RSA-funded TAC. That is valuable to us. RSA TA would be more helpful if provided more timely.

All of my TA is provided by TAC staff. Very little from RSA staff

Peer to peer best practices are not often shared with our agency except through WINTAC. I believe additional RSA staff resources would be required to make that a more robust process and result.

Recognize and celebrate the diversity of state programs meeting their unique local needs within the confines of the regulations, and assist in creative problem solving to achieve valid goals of the local VR agency and assist in locating the flexibilities that exist within the law and regulations. Actively celebrate and support the middle name of WIOA: Innovation and Opportunity.

None that I can think of at this time.

A whole new system is needed. A paradigm shift needs to happen. The system has failed and has failed badly. The percentage of people with disabilities who are not in the Laborforce is a national crisis.

Lots of money is spent on TA and TA grant contracts and the majority of that work is gathering promising practices from states and then sharing that information. The TA often times is assistance in interpreting what a regulation means and what needs to occur to be compliant because there is much confusion in how to actually read the regulations.

Make it less technical and more practical. Should not be one fit all.

Most TA sites and staff provide great resources and assistance to programs. It is sometimes challenging to find assistance to very unique issues that might come up in States and this is probably not an area that can be assisted through TA

Provide responses in a more timely manner

The current RSA state liaison for South Dakota has been great. [REDACTED] is always responsive and professional.

timely with sufficient detail

Primary Ed-Funded Technical Assistance Provider?

No sure.

RSA TAC - WINTAC

WINTAC

WINTAC

WINTAC

WINTAC

WINTAC

WINTAC - UMass/ICI

WINTAC YTAC NTAC

WINTAC, ICI.

Workforce Innovation and Technical Assistance Center (WINTAC), San Diego State University.

What is your job role?

Policy/Planning Manager

program manager

Supervisory

School Climate Transformation Grants (LEAs) program

CORE QUESTIONS

Please describe how the Department could improve its website.

Please improve the log on and finding how to upload reports.

I did a quick search for our school climate grant and it shows the 2018 awards, not the current awards.

Fewer clicks to get to the content users need. Multiple entry points to resources

I did go into the safe schools TA link and it was not able to be reached. Of course, it could be on my end but I was able to access the other links. Otherwise, a great site.

Some of the materials seemed to be a bit dated.

no suggestions

When using the search function on the US Ed website I often struggle to find contacts and other program staff.

I can't think of anything at this time.

I haven't really used the website so I do not feel I can provide any improvements at this time.

There was conflicting information given by the G5 technical group as compared to what was communicated by consultants on webinars. For example, I was told by the technical group that the APR was not due until 10/30 when it was due on 10/15. If I did not participate in the webinar, this would have been a problem. Also, it would help if the website could accommodate PDF uploads for all section versus having to cut-and-paste.

It's fine at the present time.

Make more user friendly

I have not used the OESE website.

nothing at this time.

A webinar to go over how to access ,navigate and easily improve the answers you are looking for.

N/A

I don't have any suggestions

The website is already clear and concise. I have no problems with using the website.

I have never even heard of this website before now...

make it more user-friendly.

The website has a lot of information. It is well organized.

I only felt that searching for information was a bit cumbersome. I often found it difficult to find information specific to our program/questions.

I have never visited the website.

Provide more sample forms for addressing PBIS

How grant reporting process could be improved?

CFI Group

Improved clarification on every step, down to the technicalities of the cover sheet, as we had many questions in doing so and were apprehensive about completing correctly, despite the webinar and guiding document which were still very confusing.

Simplify . A tab for reports and make it a check list.

All reporting documents are received in Word. If you use a Google platform for everything, Word documents sometimes do not configure into Google correctly. It would be helpful if the reports were sent our in Word and Google formats.

I'm not sure why the mid-term reports are required. This is something new and the added work is tedious. I understand the need to do mid-term checks, but it is the same as a full annual report. It needs to be cut back on the requirements. A mid-year budget update seems reasonable but the full reporting is time consuming.

Post the forms in a more timely manner.

More timely guidance - other than the January meeting in D.C., the guidance or the TA events are too close to deadlines or come far later than expected. Likely impacted by COVID, but hopeful that following years provide more timely support for grant reporting.

Due to COVID-19, the reporting of the IPR was done via email. The APR will be done via G5, but isn't due until 10/15; therefore, I can't respond to the G5 process just yet.

no suggestions

G5 is confusing and difficult to use. I would prefer to just email my report as a PDF.

I would love if the G5 system allowed us to paste tables from Word docs as we input measure-specific information.

Offer technical assistance for completing the grant report. These sessions would have the most impact when offered as stand alone session rather than being offered in conjunction professional learning with the PBIS center.   Also, grant sessions by states/regions and/or program delivery type would be helpful.

The webinars offer little to no background information---just dive right in. If you are new to the grant, a lot of the vocabulary is unknown....felt very lost

We have not had to submit the report via G5 yet so I am interested in seeing how that process works.

The Annual Performance Report will be my first to submit on the G5 so I am unsure until I complete the report how the system actually works. Can provide more feedback at a later date once I have submitted the first APR.

Please improve the ease of the G5 platform including allowing more than two people to enter the IPR and APR data. Our consultant has been outstanding, [REDACTED].

I have no issues with it.

Eliminate G5 it is very difficult to read and understand what and how to complete reports.

Submitting reports via email or portal is much easier than through the G5 site.

nothing at this time.

We are fortunate that our Project Director is knowledgeable and resourceful .

Provide Quarterly meetings to respond to grantee questions and so that we can collaborate with other grantees.

No suggestions

We receive excellent support from [REDACTED] at the USDOE.

I would have been helpful to have the IPR approved earlier for planning purposes. We submitted mid-June and heard back in September.

I've only ever submitted via email so we will see how it goes through G5.

More advanced notice of the requirements   template to follow

The grant reporting process would be much improved if there was the ability to add charts within the GPRA measure narrative.

This was unavoidable - but we struggled with how to report information due to COVID-19. We were in year one of the grant and it had a significant impact on our ability to carry out several of our programs. Reporting information regarding partially used programs or those we were unable to start was difficult.

Video or PDF explaining the steps and submission process.

Suggestions to improve technical assistance Department staff provide?

Our Fed officer is awesome. We are always supported .

Greater structure and proactive planning, not waiting for grantees to ask/request help.

I would love to see a series of webinars related to working with external evaluators.

no suggestions. I have been very satisfied

A regular community of practice established for grant leads would provide an opportunity for TA as well as a platform to discuss areas of success and opportunities for growth.

Five different emails and phone calls to the EDSCLS Help Desk went UNANSWERED! I have never been put in touch with other grant award winners for the peer component.

I can't think of anything at this time.

I would like to see more opportunities provided for us to meet more often with those in our state who have been awarded the SCTG. I enjoyed getting to meet with them and discuss celebrations and barriers at our last SCTG meeting in a Breakout Session. Getting to brainstorm with them really put my worries at ease.

If technical staff refers to the program consultant and not the technology staff, then [REDACTED] was outstanding!

It's fine at the present time.

More examples of good grant implementation

N/A

nothing at this time.

Our assigned Program Director is always available to Problem Solve and guide us in meeting the Grant Goals and deliverables. I respect her guidance and her ability to positively think strategically .

Please make sure all grantees are receiving TA information because I have not been offered these options as project director.

Suggestions have I none

They are very helpful when I call. I have been very impressed with the leadership at the USDOE. [REDACTED] is very helpful.

Primary Ed-Funded Technical Assistance Provider?

Center for Access Success and Equity

EIR grant

Midwest PBIS

NW Regional Lab MHTC PBIS centers around the nation Universities

PBIC National TAC

PBIS - Florida

PBIS Center

PBIS National Center Mississippi representative

PBIS Tech Assistance Center

REMSTA

[REDACTED]

TA Center on PBIS

Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers Regional Labs

What is your job role?

Project Lead

Supervisor of Guidance

School Climate Transformation Grants (SEAs) program

CORE QUESTIONS

Please describe how the Department could improve its website.

Since we are in our no-cost extension year, I haven't used the website.

No suggestions

I have not accessed resources on the website.

It would be great if it was more user friendly and easier to navigate.

I don't have any suggestions.

How grant reporting process could be improved?

I'm not sure I know how our data is used.

Due dates could be altered. Having the annual report due 15 days after the end of the reporting period does not allow enough time for the state finance department to provide the required information on the report.

Earlier access to the reporting package in G5. Clear and consistent deadlines.   Availability of ED staff to answer question. PD should be able to add users to G5 (e.g. evaluators) to assist in completing report, without giving them authority to submit.

CFI Group

Provide fillable forms that can then be uploaded

The G5 system is not easy to navigate. The system is down or doesn't work properly. It would be better if the G5 system would allow upload of pdf documents, instead of hand entering the ED524 forms. That takes a lot of time.

Sometimes grant reports are due before the end of the program year and it makes it difficult to calculate accurate results.

Actually, it has improved a great deal since 2015

Suggestions to improve technical assistance Department staff provide?

No suggestions

Department staff provides very limited technical assistance. Yearly overview of reporting requirements.

[REDACTED] does a great job! She is quick to respond and eager to help out!

No suggestions

Primary Ed-Funded Technical Assistance Provider?

Center on PBIS

[REDACTED], PBIS Technical Assistance Center.

National PBIS Center

PBIS

PBIS TA Center

PBIS TA Center

PBIS TA Center NCEO

CUSTOM QUESTIONS

**SCTG SEA - 2020 - Q58.4. What specific type of technical assistance content would be most useful to you in the successful completion of your grant(s)?
Please select up to 3 options from the list below:**

We were very disappointed in the lack of regular communication by our assigned TA Center (not the US DE office). It would have been great to have more individualized TA and not have to pay additionally for it.

Statewide Family Engagement Centers (SFEC) program

CORE QUESTIONS

Please describe how the Department could improve its website.

I have no suggestions. I just need to remember to refer to and to use more effectively.

The website could link to the grantees' sites and offer descriptions of the programs offered by the grantees.

Improve the ability to locate and navigate the site.

One recommendation is to use an accessibility checker to fix any minor accessibility page errors, e.g., some very low contrasts on your webpages.

I have not used this resource enough to comment

How grant reporting process could be improved?

In the past we did not need to go through G5 and that seemed to make the process easier.

The reporting process could be updated to an online entry system. We did see an example of a system like this for our grant, but the evaluators who created the items in the system asked for data unrelated to the objectives of the grant, many questions beyond the project status charts and program measures, and removed the important executive summary.

Not sure

Continue to provide updates on the new SFEC reporting requirements.

We feel the GPRAs could be adjusted to better capture the full impact of our work. We leave a lot of valuable information on the table that is only captured through our performance measures. This especially includes our impact with school level staff and CBOs.

Suggestions to improve technical assistance Department staff provide?

Technical Assistance has been provided by AIR and Manhattan Strategies group. We have received infrequent, brief phone calls with this group and they have provided little support to us. Our federal project officer, [REDACTED], is a wonderful support. She answers emails quickly, provides sounds guidance, and helpful information. Her support has been invaluable to us.

My program officer is excellent.

We rated the last set of TA questions as not applicable because SFEC grant has MSG group/AIR provide TA to SFEC grantees. We are satisfied with the TA that Department staff currently provide to us in term of resources sharing etc.

Primary Ed-Funded Technical Assistance Provider?

(1) Equity Assistance Centers (2) Regional laboratories (3) Comprehensive Center

Mahattan Strategy Group and AIR.

Question about funding

R6 Comprehensive Center (UNC - SERVE) Equity Assistance Center (Covering SC region)

Strengthening Historically Black Colleges and Universities (HBCU) program

CORE QUESTIONS

Please describe how the Department could improve its website.

I think the website is fine, I have never had any issue finding what I needed.

The department could improve by providing specific information and training about completing required reports. Also, provide site visits with campus community and administrators.

Include FAQ from recent interactions with users. Post actual due dates instead of stating that dates change annually. Maybe list information in everyday terms instead of legal terms. Add more resources. Include links to the most frequently used forms (downloadable current versions).

The ability to go straight to the source (legislation, regulation) when seeking answers to questions about legislatively allowable activities (LAAs).

Make it easier to find information. Each Grant Program should have its own page with information specific to that Grant. However, general information (regulations, etc.) can be accessible to all from one general site.

N/A

Highlight or share effective practices/strategies/activities under each Legislative Allowable Activity.

None at this time.

No recommendations at this time

Good as it is

It is good as it is.

The site needs to be self explanatory regarding the information we are looking for.

Use a more user-friendly platform that is easy to navigate and locate information on.

Additional information about specifics related to Title III B and Title III F grants. The information provided is useful, but it would be helpful if there was more of it.

N/A

Some of the information is not up-to-date or not easily found.

The site could be a little more user friendly for new users it can be intimidating.

How grant reporting process could be improved?

I am not sure, it is much better than it use to be. I thankful that they made it much easier to work with.

Training, training and training from the funding agency.

Make sure that the information requested is valid for the grant (Part B, Part F, HBGI). Give more clarity on expenses. Are we reporting only on what has been drawn down in G5 although our records show funds that have been encumbered or spent but not yet drawn down? Give specific instructions on how to calculate what you want so it won't look as though funds are not being spent in a timely manner.

Improve the tool and have it tested by the users.

Increase the time given to complete applications.

N/A

N/A

Allow data to pre-populate from previous submission.

Sometimes the data entry fields are not clear. Especially with date formats.

It's good

Understandably, there will be questions that are needed to provide data for Congress but most of our grant's objectives are specific to the needs of our institution. Some achievements cannot be measured in

a numerical way. Cannot show an increase/improvement with ever-changing cohorts of students in the tutoring programs. .

By enhancing the services provided by the Help Desk so that the instructions are clearer when navigating the system.

Streamline the questions.

Suggestions to improve technical assistance Department staff provide?

I think they have done an excellent job in keeping us updated and providing relevant information.

Individual technical assistance meetings with program directors and administrators.

Any assistance requested takes up to 30 days to receive. Sometimes that assistance is needed immediately and all things can't be planned 30 days in advance to get a response in time. Could there be an email or phone number for 'general' assistance and if our question requires a Program Officer, it will be passed on and hopefully get a response before the 30 day time period?

N/A

Provide short videos or Web links that can easily be accessed by patrons.

N/A

N/A

Consider including a Live Chat option

Provide more clarification on supplanting and examples to share with the participants

It's good

Given the circumstances, I think they are doing a good job.

By enhancing the training for the staff so that they are more knowledgeable in providing assistance we need.

It would have been helpful to me to have a new Director's technical assistance workshop (s).

Mrs. Wendy Lawrence was excellent and responded quickly.

Additional staffing to help reduce workloads so responses could be completed sooner.

They need time to respond to request that require written responses. Don't know if that can be fixed.

What is your job role?

Director of program

CUSTOM QUESTIONS

HBCU - 2020 - Q23.2. How can HBCU improve the usefulness of the technical assistance you receive?

Individual technical assistance/site visits.

Any assistance requested takes up to 30 days (or longer).

N/A

Record workshops and presentations and make them accessible as needed.

N/A

Provide it frequently. Maybe have individual focus sessions on each Legislative Allowable Activity.

Shorter response time from program officials.

No recommendations at this time

It's good

Respond to requests in a timely manner.

By enhancing the software application for completing the APR and giving us the opportunity to pretest the software before it is released for use.

Clearer guidance when possible

HBCU - 2020 - Q23.5. What can the HBCU do to improve communication with you?

Quicker responses.

Continue to communicate with institutions and provide technical assistance.

Answer the phone or respond to emails at least to say the email was received. We send an email or leave a voice mail and wait 30 days before following up and then we usually have to wait additional days for a response after the follow up. A monthly or quarterly email would be helpful to update us on what's going on, any new requirements and reminders for upcoming due dates.

N/A

Communicate more often.

N/A

N/A

No additional comments at this time.

No recommendation at this time

It's good

Respond in a timely manner.

By making it more timely.

Check in maybe quarterly to see how things are going or see if any assistance is needed.

Provide more time to submit reports.

HBCU - 2020 - Q23.6. What is your preferred way to communicate regularly with your program specialist?

Both email and telephone

HBCU - 2020 - Q23.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Continue to have good communication and interaction with program officers.

Continued communication and training for new directors would improve the overall processes and protocols.

I have no experience with the competitive grant process at this time.

In the case of competition, have similar institutions compete with each other. HBCUs are not a monolith. HBCUs with enrollment between 100-500 students or 500-1000 students do not have the same capacities as HBCUs with higher enrollment numbers and more degree program offerings. Make the competition a tiered process with opportunities to subcontract, collaborate, or form consortia in order to give all interested HBCUs with the necessary capacity and capabilities access and opportunity.

Make it easier to submit applications. Increase time between initial grant announcement and due date of grant.

N/A

N/A

No additional comments at this time.

No recommendation at this time

No suggestions

Revise the application guidelines to remove redundancy and ambiguous instructions.

There is the need for annual consistency on the application process and reporting.

Very clear instructions, streamlining the reporting process, new Director workshops

Strengthening Institutions Program

CORE QUESTIONS

Please describe how the Department could improve its website.

More categorization of information.

information is often not up to date; old versions are still available which causes confusion

Clear and consistent answers.

I do not often reference the website, but from my perspective, it would be better to have two separate places for Title III to communicate to two different audiences. Currently, it seems that that single site is trying to both serve to inform potential applicants and current awardees, and our information needs are vastly different.   I authored our grant proposal and at the time I was engaged in that work, I needed guidance about potential competition dates, pre-application workshops, and who I might connect with to answer questions about the application process. In my Project Director role, I need guidance about annual reports, budget revisions, drawdowns, etc. The current website doesn't do a robust job of serving either of those scenarios.

It is a bit visually unappealing and maybe for some of the more technical language maybe 'decoding' the language would be helpful.

Providing a newsletter directed to SIP grantees, and providing networking opportunities for institutions working under the SIP/Title III grant. Perhaps monthly or quarterly conference calls or webinars.

Provide updated information on grant announcements, awards, etc. as well as include PPTs for presentations on the website.

The look and feel seems outdated. I wonder if it's adaptive technology friendly.

Content is sometime vague. More specific information would be helpful to both first and repeat applicants.

It's not always intuitive where to find what you need. Maybe a quick start guide to help new grantees.

Add a tutorial on how to navigate or a you tube video on the web site features.

Information on the website is non-specific, it is difficult to navigate to find anything specific and every time I go there for information I feel like I am going in circles without getting anywhere. Yet, the staff sends us there all the time to review the guidance without providing any back up support, so I always find myself there already frustrated and it gets worse.

I've found it perfectly fine the way it is.

Simplify it

Adding a contact to phone/email if there are additional questions.

Some of the links are embedded within pages making them difficult to locate at times. The site is generally user friendly but could use improvements in that area.

I would love to see more user guides, up to date information, powerpoints with key facts and dates.

NA

No improvement needed

No specific suggestions.

I have not had to use the website as a resource. I have always been able to have direct communication with personnel to answer questions.

There is a lot of information and I imagine it is difficult to categorize...so I am uncertain how to make the site better. I believe the department is doing the best they can with all the resources they have to house.

it has improved over the life of our grant. Text is becoming clearer.

Regular updates to information, especially dates and guidance on upcoming grant opportunities.

Very text heavy. Could be more visual. Consider using a short form feature to target specific pages based on need of visitor.

Perhaps easier navigation to lead those viewing the website to the resources/information that they are looking for.

Keep content up to date-too much old stuff.

The instructions for the interim report did not match the form and it was a bit confusing.

The search function needs improvement. Updates to the site are not timely. FAQs for SIP grants would be appreciated.

Works for me.

It's okay for now.

Clarity of the final report data requests. It was not clear how to interpret some questions.

Information is frequently outdated and new programs can be difficult to find. Also, it would be helpful to have links to other informative sites rather than limited or circular references.

There is just a lot of information to review on the site, although it is always helpful.

Have a more defined Help section or have a chat function.

I would love to see more robust FAQs for grant directing, as many of the FAQs and resources on the website seemed aimed at those applying for funds rather than at those directing grants already awarded.

It is overall OK - just a very large department with many different initiatives.

it's not intuitive and is text heavy. Icons and pictures could break the monotony and make it easier to navigate.

The pull down menu options on the G5 site are not intuitive. Having a one or two click option to run drawdown reports would be helpful.

ensure info up to date

Website formatting - text doesn't match some of the formatting (boxes, pages, etc). Can be a bit difficult to navigate.

Knowing Security is a prime concern, making smoother (less difficult) entry into the site would be great.

I feel the website is fairly easy to navigate.

More focus on common (not procedural or official) language; more FAQ-type resources. The CFR is really hard to navigate and understand when looking for specific pieces of information, unless one knows the language. I tend to go to websites of other universities which provide dos and don'ts, and some basics on procedures and policies related to Title III grants.

No specific suggestions.

Realize that not all users are familiar with vocabulary, thus a glossary of terms would be helpful.

I think my mild dissatisfaction was just because I needed some very specific information that I wasn't able to find. I got it by asking a question of a person.

Giving concrete examples of where the cost regulations would apply

Modernize the design

Simplify the information architecture.

How grant reporting process could be improved?

Most of my issues have been technical.

There are very few instructions available and they are not detailed enough or specific enough to provide real clarity about what information is required; specifically related to baselines and current status numbers for performance measures and objectives. Very confusing and results in a lot of back and forth with program officer that could be avoided if instructions were more detailed and clear.

Certain required information areas (Focus Areas) are not pertinent to our grant and are not directly affected by our grant activities. Allowing a 'Not Applicable' with reasoning would streamline the process.

I would appreciate having clarity about whether each year I will be required to report the very same things, etc., and what the will be. When we received our award notification it indicated THAT we would be reporting annually, but to the best of my recollection not WHAT we would be reporting annually.   I believe it would be helpful a single website / webpage for awardees that included - among other things pertinent to awardees - a sample report, as well as guidance about whether this report would be identical for all five years of the grant.   Since we can't see the questions until the report opens up, it's difficult to do preliminary work. We just finished our second year, so I know what we were asked in year one. Given that for year one - and now year two - the reporting software was not made available on October first as our initial grant documents said to anticipate, and since we're not at least provided a Word or PDF doc showing the questions we'll see in the reporting software, I'm in a bit of a holding pattern right now. Would appreciate knowing what information I should be gathering in the meantime. The same as last year? Or not?   I believe there may be a sample report on the Title III webpages, but when I referenced it last year it had questions about things such as how many wired classrooms we have that were outdated and not asked of us. I believe it was a copy of the version from about fifteen years ago or so.

There were a few areas that I had to guess about for the report, so maybe just more info in each category. I did eventually figure it out after I read through it enough times.

The new APR system should resolve the challenges. I am not clear yet if we have to submit an interim report.

Some of the quantitative data elements are difficult to reply to based upon how an actual objective was written.

There seem to be problems with the APR system every year that affect the reporting dates. Is it necessary to change the system every year?

Last year's website improvements were fantastic. I wish some of the questions were more flexible - if a specific grant does not include a specific outcome, but its built into the report, adapting the response to hard-coded requirements is frustrating.

Keep the process consistent over the five years of the grant.

I am never sure of the timeline until the date is set and it seems to vary.

Conference call about the reporting process is satisfactory. However, it would be helpful to go over each section and explain the purpose and what the Dept. of Education is looking for.

It is insane that we are required to carry out all grant accounting in two entirely different ways. This is duplication of effort for little value. At the very least, grantees should be warned when they are awarded to track their activities so they don't have to go back at the end of their first year and redo all the accounting that they originally did according to how they wrote their proposal in the 8 or 9 categories in the grant application. Many of the questions for which I must write long answers are vague and difficult to answer and only address our grant with a glancing blow so neither we nor the department of ed gets anything that is actually valuable from our answers. And I am usually a person that finds reflection and reporting to be a valuable activity and an essential part of accountability. But since I spend so much time redoing accounting and writing answer that are almost irrelevant, I don't get much insight or share much insight.

I think it is self-explanatory and smooth the way it is.

The improvements over the last 2 years have made it easier to complete the report. I have no suggestions at this time. Thank you for continuing to look for ways to improve the process.

Explain how the data is used.

Some of the directions were vague. More direction clarity could improve the process.

I am unsure as I have not yet submitted end of the year reports.

One thing is if you could let us know way in advance when the APR will open and when the due dates are. It would also be helpful to have a session in advance for questions.

NA

No improvement needed

There is value in having the submission format more clearly represented in the 'worksheet' that is downloadable. I expected to see a similar window and had to 'discover' how to create additional reporting areas.

The grant reporting process is fairly straightforward. The budget reporting portion differs a little from the budget line items records (i.e. differentiating the management salary and fringe from the total personnel line item).

The form needs to change. It is very hard to enter information - it does not print out correctly and some of the questions literally do not apply and might not apply to any program. The financial section is hardest to complete. This needs to be made easier or something.

NA

Newest reporting system is more user-friendly

We are required to report on activities which were not part of our proposal - such as institutional management, enrollment, library holdings, etc. We should be able to say 'not applicable,' since if they have increased, it was not the result of our grant. Also, the timing doesn't work well for a college - the portal opens right around the time that faculty are leaving for Christmas break and the campus is shutting down, so while we are allowed three months to write the report, it's really only two months.

no comment. I am a new program director to a grant in its first year

More direct communication about report expectations and timeline. It would be very helpful to have the reporting template months in advance to allow for proper data collection and reporting.

We need to have the workshop that was cancelled due to COVID. I would have been able to get the individualized informaiton if there was some type of training or comprehensive workshop for Project Directors.

Have APR report templates available by June 30th

I have only completed the interim report and have not yet done the annual report. The interim report did not seem to match the instructions so it was a bit confusing.

The grant reporting process was inconsistent - times changed, reporting site changed, and communication about changes and timelines was for the most part very slow and not at all helpful. The new site didn't work in some places. The report itself changed as well, and while change isn't inherently a bad thing, I'd say that the change management of reporting was poor.

Last year there wasn't specific guidance to go with each section like there had been the year before. I was grateful I had saved the responses. I don't think there was the same level of help desk available when questions came up.

The technical assistance manual needs updating to the most current online format, needs to include screenshots and examples, and better explanation of why things are asked and how they will be used. Webinars and technical support is also needed.

Clarity in the types of data requested and use of data by Department of Ed. Questions are not program specific and it was difficult at times to determine how to respond for our grant project. Reporting by budget categories for specific activities was difficult for our grant project.

More transparency about how the information is compiled and how it is used.

There could be consistency from one year to the next. Changing the questions and data needed for the APR from one year to the next is troublesome

On the sections reporting data, some outcomes are not numerical so it is hard to report on those items.

At the end of the grant year, allow us to see what we need to gather for the report, so that everything is ready prior to the opening of the APR site.

I would appreciate more communication throughout the year--especially for new award recipients--regarding reporting requirements and expectations.

The instructions for the interim report aren't clear (they are written for the annual report) and didn't align with the form itself. It was extremely difficult to get a response when we found out (after we tried to submit) that our grant director couldn't sign off on the report but we couldn't access to the electronic form for the person who did need to sign off on it. Though our report was completed well before the original deadline, we still submitted late because of the lack of response. It was very stressful.

The grant report was released later than expected and I questions took a long time to be answered.

Make online forms more user friendly. Allow for including decimals in metrics. Clarify how Focus Area Outputs relate to our project. Allow us to enter percentages rather than requiring raw numbers. Most of our goals were set as percentages, and I ended up just converting them to XXX/1000, so 38.5% became 385/1000 and then the system converted it back to a percentage but dropped the decimal.

Strengthening Institutions is particularly challenging because the activities are very individualized. The report tries to accommodate for this but it is clunky. Also, the narrative questions are repetitive and responses may not change from year to year.

That electronic form forces you into reporting on issues/items that may not be as important to your specific project. Sometimes, filling it out seems to be like fitting a square peg in a round hole.

Last year the APR portal went under major redesign which caused delays in reporting. Parts of the site came online over several weeks. Reporting under different budget categories (LAAs) vs. what was written in the grant was time consuming and confusing.

make clearer when reporting period opens; make passwords less complicated

We were told there would be training on the new APR system released in January, but never received any additional information.

Be more specific as to opening and closing dates with advanced notice.

I feel like more opportunity to explain ALL the grant is doing to assist students. The word limit makes it impossible to provide anything other than the hard data. They is not much opportunity for narrative.

I have only done an Interim Report - I may be better able to answer next year

I think more written examples of things on the site would be helpful.

I've completed 5 reports (including the first half-year one) now and I am getting ready for the last one. So far, they seemed pretty logical and straight forward to me. The options of 'other' offer the flexibility in the measures if those measures are framed differently than proposed in the framework of the report. The system seems to be reliable and easy to navigate. The text boxes are fine, but it is hard to edit sometimes and the formatting gets messy in the PDF. However, that's understandable. I really don't have anything to complain about about the reporting system.   As far as the process goes, it's pretty straight forward. The only unknown variables are the submission dates and outcomes. I know that the APRs are generally due sometime between January or March, but they were also due as late as July. I appreciated when we had at least 90 days from when the system opens. Many of us, Grant Directors, wear multiple hats, especially if we work at small, liberal arts schools. We depend on many other components of the institution, equally overburdened, to get the data and never work ahead because of the million other things we're already behind on. So, when we get 60 days from when the system opens to submission, it creates a lot of stress.   Similarly, it would be nice to hear directly about the approvals of the APRs, rather than wait for the legislative approval of the budget and the GAN notification only. Overall, we don't know when and how those APRs are evaluated and approved, and how that data we provide is used in the meta-level of SIP or Title III. I love assessment in general and the guidance it offers on individual, institutional, and meta-levels, and would love to see how those three levels fit together.   Thank you very much!

Make a reporting template of required questions available ahead of time rather than grantees having to wait until the portal is open to determine the types and format of questions asked. This would be especially helpful to new grantees.

Perhaps opportunity to submit additional qualitative data.

Provide a static document containing all the questions in addition to the web-based form.

Simplify.   1. what priorities were the focus for this year? 2. how did you spend grant funds to achieve those priorities? 3. how effective were you in achieving those priorities? 4. were there unexpected issues that impacted your ability to achieve the priorities?

Sometimes there are requirements to respond to sections that really are not at all relevant to my grant - so I wind up having to generate data that have no utility to me and they just are not meaningful. I would think that if a section is not relevant to the grant, it should be possible to mark it as such and not have to generate data to support that section. For example, my grant has no relevance to the university's endowment, but I'm still having to produce reports on that area.

There were a few bugs in the system at first, I think they were eventually straightened out.

Up to date report templates on the website would be extremely helpful.

Suggestions to improve technical assistance Department staff provide?

Hold the annual project directors' meeting even if it has to be a virtual conference.

A regular schedule of technical assistance calls for grantee cohorts would be helpful, perhaps quarterly. HRSA does this and it is helpful.

More frequent emails that describe these services and invite grantees to be involved and learn. I was not aware that these services existed.

My Dept of Ed contact – [REDACTED] - is always responsive to my questions. I appreciate the speed with which [REDACTED] weighs in very much. The other examples of ways staff might be of assistance do not seem to be services that have been offered to me by the Dept of Ed at all. Several sound like things I would very much appreciate having access to, specifically: - listserv - training (webinars, Director meetings, conference workshops) - peer-to-peer information sharing among grantees - consultative services (teleconferences, on-site meeting, video conferences) - toolkits or other resources To my knowledge these things do not exist. If they do, I would love to be informed about them as they would be very helpful to me.

I haven't had to use it too often. I would maybe say more feedback on our annual report.

Due to COVID19 we were not able to participate in the SIP Annual Conference and Technical Assistance, especially trainings have been minimal.

I have always received technical assistance information directly from the SIP program officer. This works quite well in understanding expectations and processes.

We have been very happy with the responsiveness of our program officer.

I'm not familiar with the availability of toolkits. A depository for templates (for example, a budget modification template with step-by-step instructions) would be fantastic.

Announce online workshops sooner and offer more dates.

It would have been great to have a director's meeting my first year. The one this year may have still been helpful though I understand why it was canceled, but it would have been even more helpful to have one a couple of years ago as we started.

Dept. of Ed planned a conference in April, however, it was cancelled due to Covid-19. I would like to have access to online training and zoom with other Title III recipients similar to my institution or with colleges that have more experience managing a Title III grant. I would appreciate a regular check in with my program officer to talk about the EDGAR handbook. I need some assistance with interpreting the EDGAR policies and understanding which policies apply to our Title III grant.

I have not received a single one of the things mentioned on the previous page. I have not been informed about them or seen information on how to access them. I would have found them to be invaluable if they would have actually existed.

I haven't needed much assistance, but when I have, it was easy to obtain.

None at this time. The staff are engaging, helpful, responsive, professional and friendly.

I didn't receive any input on successful implementation from my Department staff.

I know there was supposed to be a conference that got cancelled due to COVID. We would love some online training or sessions. I literally have had no training from the department of education since I started in my position two years ago.

NA

Difficult to address this given the limited personnel availability issues (within Washington office) because of the pandemic.

In the Year 1 annual progress report I had initial trouble logging in. The technical assistance was very responsive, they provided the assistance I needed, and followed up with me to make sure I was able to log in. My experience with them was very positive.

Not sure, haven't had the occasion to use them.

Unfortunately we are in difficult times which impacts everyone. However, a 24 hour turn around with emails would be great. My school requires documentation on my communication with our project director regarding specific purchases and sometimes it can be up to a week before I get an email back, whereas phone calls are almost answered immediately. Emails are written documentation of approval or denial in various areas of the grant.

Our program officer generally is responsive to our questions, but we have received no training of any sort such as a conference, listserv, or the other resources listed on the previous page. It often feels like we are expected to know, for instance, how to submit our carryover requests and our extension request, but no guidance on these things was ever offered.

I am not sure if this question is applicable to our institution's award.

They tell you where to go for help and that is it. It would be nice to have a point person instead of being routed to a general email - especially for reoccuring problems like mine.

Get them additional help so they can focus on SIP grants, not CARES grants

I didn't know that ANY of those things listed were available. I was looking forward to finally having a conference but that was cancelled due to COVID with no follow-up (I discovered by looking at the website). I have felt totally on my own.

Actually provide the help listed! Webinars and conferences are especially needed.

na

n/a

None that I can think of.

Peer-to-peer guidance hasn't been available, nor have toolkits, etc. that would be helpful. Aside from an introductory PowerPoint and letters/emails distributed regarding CARES Act funding, Covid-19 updates, and GANs, I've received few communications from the Department staff. I recognize that we're operating in unusual times (during Covid-19), so perhaps things will be much improved next year.

Better and more frequent communication.

My needs have been met.

N/A

No Directors meetings have been held since I received my grant in 2018.

Technical assistance was helpful, but events postponed due to COVID

Training for the Annual Performance Report especially if there are changes and upgrades.

What is your job role?

Grant Director

Project Manager

Grant PI

Exec Director, PI

Division Dean

Vice President

CUSTOM QUESTIONS

SIP - 2020 - Q15.2. How can the Strengthening Institutions Program improve the usefulness of the technical assistance you receive?

Hold the the project directors'conference so we can share information and meet program staff.

provide a regularly scheduled ongoing technical assistance format

Hire more staff for faster replies to questions and requests.

I am a project director, and would differentiate between the official notification information packet I received and the assistance that has been available to me. The notification information was cumbersome for me to wade through, and often referenced regulations that I had to go elsewhere to find... and I was not always confident that what I had found was correct. It would have been extremely helpful - and comforting - to have launched with a welcome workshop during which Dept of Ed staff walked new awardees through the expectations and then provided Q & A time for grantees. I sometimes feel like I'm flying blind and that there may be important

things I should be doing that I'm not aware of and don't even know to ask about. My program director is extremely responsive when I do ask questions about things I know I need help with.

I think only in a bit more quickly in responding, but everything is always helpful when I get answers.

Providing introduction training sessions on APR criteria and expectations.

My program officer, [REDACTED], has been wonderful in providing guidance in our first year of our project.

Maybe host a virtual SIP conference to replace the cancelled conference?

I cannot think of a concrete example at this time.

I can't think of any.

My Program Officer is knowledgeable, professional and friendly. I like working with [REDACTED]. But, I am concerned the Dept. Of Ed is pulling [REDACTED] in too many directions that is causing a slow response time. I cannot make any suggestions to you because this is an internal issue at the Dept. of Ed. Post Secondary Office.

The program director with whom I interacted almost never responded to any form of communication that I used. I believe I received 5 replies to messages in 5 years. Most of the time it took the maximum amount of time for the replies to be offered if one was required before I could proceed. Most of the time I had a difficult time understanding what was meant in the written reply - I had to guess about words and grammar. Sometimes I had to provide the ED guidance documents I had read as evidence why I believed I could do something. I would have valued having a partner to make the program work the way ED wants it to work and support our institution.

Just keep doing what they're doing.

I am happy with the assistance from SIP staff.

Queries are often not answered at all, and if they are answered the answers come late. Additionally, requested documents or information is sent, but action is not taken in a timely fashion. In a few words, improved response time and more consistent follow-through would help immensely.

n/a

It can improve by being more available and having detailed, time appropriate responses.

NA

I suspect a return to office access will address much of my concerns.

There are no noted improvements needed to the usefulness of technical assistance.

Have not reached out to anyone for technical assistance other than our program officer so none of these questions are applicable.

Difficult times impact service. Nothing can be improved at this time. I imagine if we were in 'normal' times, the service would be above par.

Timely response.

Offer more opportunities to conference about issues/questions/concerns. Email communication is easily misinterpreted, especially with technical details, and can lead to lengthy delays in obtaining critical information. It would be great if program officers had open hours when grantees could sign up for conferences,

No feedback at this time. Our inquiries to our program officer is almost always about our budget award and our questions concern requests for amending the budget to better serve the needs of our students. To date, we have had only positive experiences with our program officer.

Program officers appear to be overwhelmed with communications, and sometimes take quite some time to get back to you or don't get back to you. Our program officer for this grant, [REDACTED], was very responsive and helpful and usually responded quickly to questions or requests for approvals. I appreciate [REDACTED] enormously.

Communication of technical assistance that is available would be helpful. I took on the role of grant director 1/2 way through with no guidance from SIP and very little from my program officer.

NA - none needed

Allowing 30 days to respond to prior approval requests is not helpful.

Consistency in response. One activity was initially approved and then over a year later was not allowed and we had to refund the dollars already spent.

Faster response to emails

I think the staff are responsive but the program needs to be updated.

My program officer, [REDACTED], is wonderful

None that I can think of.

Our program officer is extremely busy and stretched too thin on too many grants and projects.

The cancellation of the meeting (Technical Assistance Workshop) was pretty devastating for me, though I know it was unavoidable due to Covid-19. I had so much to learn, though, and I was counting on that meeting to help me figure out my footing on this grant.

We hired a grant director 7 months ago. Still not recognized by the DE as the official director so all communication is flowing through other channels. Still no response to our request to modify the grant due to COVID-19 (submitted two months ago).

When asking for a change to our program, it takes a very long time to receive a response.

SIP - 2020 - Q15.5. What can the Strengthening Institutions Program do to improve communication with you?

More information regarding other funded projects and their successes/failures as well as project strengths/weaknesses.

be more proactive with communication, especially in response to COVID changes

Again, hire more staff to answer questions and requests.

My program officer rarely reaches out to me independently of my reaching out to ask [REDACTED] questions. I assume this is because there isn't really much to communicate. It would be nice if it became standard operating procedure to send 'heads up' notices about things such as reporting. I rated the notification about receipt of awards poorly. It should be noted that my response related to our initial notification, which came at the very end of September when we were a month into an academic year, which posed difficulties for hiring, etc. I recognize that the Depts hands are sometimes tied because congressional approval is needed before those awards can be made. I did not take into account notifications for continued funding. My presumption has been that we could automatically presume that our funding would continue barring any major problems, and if issues existed about which we should be concerned that we would be aware of them.

I just think our rep may be a bit overloaded so sometimes emails take a bit of time to get answered, but she is always very helpful.

Providing monthly or quarterly newsletter and networking/connection opportunities with other grantees.

Nothing I can think of currently as [REDACTED] does a very nice job of maintaining appropriate levels of communication

Publish a monthly digest of changes and updates and reminders.

No improvement needed.

Host a quarterly check-in with Program Officer; monthly e-newsletter with tips, notices, etc.

Information is communicated poorly and infrequently

It is already good.

Have examples of successful grants to review.

More communication generally. The technical support meeting was canceled due to COVID, and so far as I'm aware, no alternative or supplemental content or resources were offered to replace it.

I could have used a virtual Program Directors' meeting (in light of the pandemic) rather than just cancelling it altogether.

n/a

We hear many things happening at the Department of Education on the news and have no idea how it affects us. We also have no idea what the Department of Education does with our reports.

NA

No noted concerns. The notification to the next year's funding was a little late this year, but I realize everything related to the 2020-2021 year is unusual due to the added pressures and requirements related to the coronavirus protocols. Because I had not received notification of the next year's funding by early September I had informed campus administration that we might have to make alternative plans for personnel paid under the grant. We did receive our next year's funding notice on September 16, 2020.

Communciate.

For the most part, I get important and relatable communications regarding the program, however, it is a bit more difficult to access the program director at times because of COVID19.

Award notice seemed late this year.

Consider more frequent updates - even if there is no specific change or adjustment. We often hear nothing for extended periods of time, which can be nervewracking. I would suggest proactive check-ins at steady increments - or even a regular newsletter with advice and best practices at key grant intervals.

I have been the Program Director since late July. I have not received any information from the SIP program directly.

I have no feedback about improving communication at this time other than what was expressed earlier about grant reporting re: expectations and deadlines.

I would like more one on one assistance one a quarter or the opportunity to discuss grant progress with other institutions around and our point of contact one a quater.

Increase number of communications even if just to see how things are going.

My program officer, [REDACTED], is an excellent communicator.

Overall, I'd say communication was fine. Communication around COVID was slow and not very helpful for a while - probably because no one else quite knew how to handle things, either. :) In

general, I received announcements and communications about important topics at a reasonable rate.

Proactive communication about resources would be useful. Responsiveness.

Respond to questions in a timely manner. Often we will ask several questions but the response will only answer one of the questions.

SIP - 2020 - Q15.6. What is your preferred way to communicate regularly with your program specialist?

Email when I have questions, but would appreciate Webinars to provide guidance from the Dept of Ed and my specialist.

I don\'t understand - my program specialist does not communicate so how can I have a preference

SIP - 2020 - Q15.7. How would you advise on improving the overall process and protocols associated with this grant competition?

A better and clearer understanding of the process and scoring for the Competitive Preference Priority section.

a forecast of upcoming anticipated timeline of the competition is helpful, one that is actually accurate and to which the Department adheres

An earlier deadline and rapid processing might help by providing awardees earlier notice so that they may begin setting up their project well before the October 1st performance period start date.

Applying for a Title III SIP grant requires a tremendous amount of work. Once you've had one, you understand the process and generally how to be ready to apply. For schools that are new to the process, that which the Dept. of Ed provides is not sufficient to acquaint them with how to prepare. I would suggest the following: - A year prior to a competition cycle I would offer workshops designed to help applicants understand what the questions will be and how they might begin to assemble data to support the requests they will make - I would identify a date upon which the competition would begin, and stick to that date. - I would have a mailing list and provide a place on the SIP website that would allow potential applicants to sign up to be notified of the release of the application. Most are not familiar with the Federal Register. - I would host pre-application workshops prior to the release of the application. They used to be offered approximately three months prior, but in more recent times they have happened halfway through the writing window. - I would announce the types of awards that might be given long before the release of the application. Example: The year we applied there were two award types given. One was for a higher dollar amount and required a more extensive amount of work and reporting. Had we known that was going to be an option we would have planned with that in mind. As it was, the short amount of time allotted for the writing did not permit us to also create a plan such as would've been required for that higher-dollar grant opportunity.

Award notifications and those that don't receive it in a more timely manner.

Concise deadlines and list of criteria needed for the grant application.

Earlier announcements of the grant offering and earlier (more timely) announcement of awards so preparation can begin prior to the grant start date. Learning on Sept 30 of an award is exhilarating, but also very defeating in that the award starts the following day and one has had no time to plan, especially related to searching and hiring personnel to begin the project work in a timely manner, causing huge delays the first year in meeting goals and objectives, as well as budget issues.

Eliminate duplication of information in the application. The Comprehensive Development Plan is too lengthy and detailed. Need to allow more pages in the Activity Overview to describe the activity.

Host the webinar explaining the launch of the competition 3-6 months in advance.

I am a one person office. Although we know competitions like SIP, TRIO, etc. are coming, a longer time between the announcement and deadline for submission would really help small organizations.

I am not sure.

I am unclear of the eligibility requirements. The IREPO webinar was chaotic. The award amount of $1M - $3M is not enough to spread around. I would have liked to see the Dept. of Education offer a grant to each state to help off set the issue with the three priorities.

I don't know

I think the process works well currently.

It is satisfactory.

List topics of successful grants.

More clarity regarding instructions would be my only requested improvement.

More frequent communication and more responsive communication.

More guidance for new grantees on evaluation, reporting, program management.

n/a

N/A

NA

No improvement needed

No specific suggestions.

None that I can think of at this time.

Not sure of anything specific to change.

Not sure.

provide feedback on unrealistic goals in grant application.

We received notice of our award two days before it started. At least two months notice would be far better. Also, more notice of the upcoming competition - for instance, the 'F' competition was not offered during the year of our application. It would have been helpful to know that, and to have more time to write a thoughtful proposal.

Student Support and Academic Enrichment

CORE QUESTIONS

Please describe how the Department could improve its website.

More connected to how a user would visit the site to find information regarding requirements and programs.

Nothing at this time.

I don't believe I've used the OESE website.

Provide community spotlights on how funds are being used. Where is the line between the DOE website and T4P4 coordinators website. I do see some event state coordinators materials posted here.

I do not use the site regularly.

None at this time.

I do not have any suggestions on improving the website. The content is easily found when it is accessed through the search bar or Google.

I tend to rely upon the AIR site for things related to T4PA, therefore, I don't feel I'm best positioned to offer insights. Thank you.

Maybe, it is due to the words being used to try to research or locate a document. An initial page that will have the main items for a state federal coordinator working in the different programs.

The nomenclature of the 'offices' within OESE is confusing (offices within offices). For example, to Office of Formula Grants seems to have mostly discretionary grants in it.

Improve the search bar and better vet sources so items can be used more easily. Would also be nice to have a place for statute related questions that have been asked and answered.

I typically use the T4PA center website when looking for information on IV-A.

I usually need to find things other than T4A. For T4A I have lots of resources. It's other topics that always seem to be difficult to find.

Work to provide clearer guidance regarding allowable use of funds for each of the categories under SSAE. In addition, SEAs and LEAs need more assistance in ensuring that they are implementing programs that meet the criteria for evidenced based activities to ensure that subrecipients are demonstrating that the USDE is recieving a return on investments.

Honestly don't use it that much. It serves a great purpose when needed.

Overall the US ED website is not user friendly, some links to guidance have not been updated or simply go to a 'unavailable' webpage.

There isn't much in the way of useful guidance information on the OESE website specific to the Title IV, Part A program.

Categorical organization of resources easier to distinguish.

How grant reporting process could be improved?

Nothing at this time. As much advanced notice on the CSPR data needed is wise & helpful.

There could have been a lot more clarity earlier on. I feel that the CSPR reporting was dropped in my lap at the last minute and my LEA partners were not prepared to submit data in a way that was required.

Clear guidelines and instructions, examples of how to obtain the information

Provide templates with detailed instructions and time frames that the ED wants all states to use.

NA

I am a new state coordinator and I don't know what is included in the reporting process at this time.

T4PA is a complex grant with multiple spending areas. If you were to raise the data requests to the level of the grant, rather than the three content areas, it would ease reporting.

For USDE to continue providing explanations in a timely matter. Also, make sure they are hearing from the State coordinators working in the programs.

More TA on how to use reported data for continuous improvement. Currently, we use our own data for this, not the data that is submitted for CSPR.

I think more training opportunities would help

I think it is new, so we are still getting the hang of it. The CSPR reporting excel sheet was a really great and effective resource to help with this.

Please provide timely details on reporting elements and training as appropriate.

Remove the new CSPR reporting requirement for T4A.

CSPR was confusing and challenging due to waiting for final guidance. It is also very hard to collect after the fact. Looking forward to years to come and being able to set things up on our end to collect the correct data going forward.

Making it very clear what data needs to be collected before grant applications are written would be helpful so we can ensure that our grant applications are capturing the information that is needed by US Ed.

The grant reporting process is fine. What I don't understand is why Title IV needs to report out on the three separate areas of well-rounded, technology, and safe and healthy. In my opinion, many of these areas overlap, and if they are all allowable, I don't understand why the cap or why we have to report these three different areas. Based on a school's needs assessment, they should be able to apply these funds in areas where they have need- not USDE-imposed caps.

Not involved in the reporting process.

Clarity as to why dollar amount for each content area. Providing data for LEAs that consolidate funds. How transferred funds are utilized.

This will be the first year of completing CSPR data for the Title IV, Part A program. We will learn more from the process once it concludes.

Suggestions to improve technical assistance Department staff provide?

Nothing at this time.

Responses must be made in a timely fashion. I recently got a 'go look at the guidance' email response to a question I asked literally six months ago.

more advance notice of opportunities available. state coordinator schedules are often booked weeks in advance.

Please let us know what technical assistance they can provide. I didn't know those things were available. I thought we were supposed to go through the T4PA Center.

None at this time.

The technical assistance staff is great! The staff is very knowledgeable and available to offers TA or a regular basis via biweekly connect and collaboration meetings and virtual meetings.

The tool kit for trainings seems to be dated. As a new coordinator, its hard to know if this information is correct or if I should be searching for additional information.

The Department's staff--and our liaison [REDACTED]--are terrific. [REDACTED] is very responsive to our questions, and he often has to reach out to his colleagues in other areas of the USED to get answers for us. He has been great in coordinating responses for us.

I think with all the things happeningand waivers that this is providing some difficulties in focusing on the statue's meaning.

The responses provided to the previous questions were in regard to ED staff, not the T4PA Center, where many of those items are addressed (e.g. peer to peer opps, etc.).   The Need Assessment is not user friendly. If districts had access to all the data requested, the tool wouldn't even be necessary. At a high level it may have made sense, but in practicality it didn't work. If the SEA staff were to use it, we would spend all of our time answering district questions about how to complete it. In our state, there are other needs assessments already being used for state and federal purposes that are more useful to use for the Title IV-A needs assessment requirements.

More clear answers. Often the answers are vague

The TA provided by the T4PA center is excellent.

This is improving. I have learned the most from in-person trainings with a variety of ED staff, such as the office for non-public schools, in attendance.

Increase the frequency and topics that the Department staff offers in order to meet the SEAs needs.

Maybe hold annual or semi-annual meetings with each state to talk state-specific needs and answer questions.

Primary Ed-Funded Technical Assistance Provider?

Assistance with interpretation of the Non-regulatory Guidance and allowabilities for LEAs.

T4PA Center

T4PA Center

T4PA TA Center and AIr Staff.

Office Hour: connect and collaborate

AIR

T4PA Center

T4PA Center

T4PA Center

T4PA

Readiness and Emergency Management for Schools Technical Assistance Center

Can't remember their name. They are OK - but when I need info I go to my project officer - she always gets me what I need and is the authority.

Comprehensive Centers and frequent check ins with our regional rep with AIR.

Comprehensive Centers and REMS TA Center

I have worked with Calynn Evans in group meetings and one-on-one meetings and evaluations.

Region 11 CC, N & D, SRCL/CLSD, T4, etc.

T4PA Center

T4PA Center

T4PA Center

T4PA sponsored webinars and open calls

T4PA T/TA

Title IV Part A Center

Title IV, Part A Technical Assistance Center (T4PA Center)

Youth for Youth, REL Midwest

What is your job role?

Education Specialist

Attorney/State Coordinator

State Federal Programs Bureau Chief

Title IV State Coordinator

CUSTOM QUESTIONS

SSAE - 2020 - Q37.3. How can we improve our NCSSLE website, including links, to help you identify program resources and meet your technical assistance needs?

Nothing at this time.

Ensure it is updated. Add new resources.

N/A

NA

I am still learning about how I will use this website. I have currently only used it for the non-regulatory guidance link.

I tend to spend more time at this site: https://t4pacenter.ed.gov/index.aspx

When visited, I find what I need for myself or others.

Better organization of resources to make it easy to find the resources you are looking for, whether for Title IV-A or other resources (school climate surveys, etc.).

Better way of sorting information by topics

I thought the NCSSLE website was no longer being updated. The T4PA center website is the main site that I access.

SSAE - 2020 - Q37.6. How can we improve our Title IV Part A Portal to help you identify program resources and meet your technical assistance needs?

Allow more informal networking among states rather than moderated.

Ease in finding resources. I have trouble accessing webinar, etc. Do not know where they are located.

Great people, quality documents. Nothing at this time.

https://titleivpartastatecoordinatorportal.ed.gov/user/login is a dead link. I believe this is the old portal.

I have really appreciated the summary of responses about allowable costs that have come in. are all of the allowable costs questions that come to DOE included there or just the ones posted in the discussion board? it would be helpful to have all of the lawyers responses to all questions related to allowable costs in one location.

Make it easier to reply to portal comments.

N/A

NA

Please post the Non -regulatory guidance.

The link in the survey doesn't work and this is the first time that I have been given this website.

The most recent link in this survey did not work. Presuming you mean the AIR site for T4PA, I do visit that page on occasion. One of the best offerings by AIR is the networking with other states and the discussion boards. Sometimes it's hard to find things using the search features of the discussion board. I'm wondering if there might be a better way to organize content. . .Sometimes I know I have read a particular discussion, and then I have difficulty (re)locating that discussion at a later date.

They have listened to us and made changes recently to the portal.

Student Support Services

CORE QUESTIONS

Please describe how the Department could improve its website.

None at this time

Provide and update timelines during critical grant cycles.

Maybe have more FAQ. There are only 9 listed. A directory of other SSS programs would be helpful.

Keep information relevant and up-to-date.

Make it a little more visual; use graphics.

In the past, TRiO Priority Training information takes several weeks (sometimes months) to be updated. I have had to search on other websites to get the most up to date training information/dates.

The site feels and looks like a federal website that is dense and bureaucratic. I wish there was simplicity to the website.

If it was easier to search and find necessary information, that would be helpful. Making sure information is up to date (not several years old), that would also be helpful

No specific ideas at this time

Better or more headings so information is easier to find

Make it more user friendly. During the Covid-19 pandemic, why didn't the ED publish answer to most frequently asked questions. You touted that you were so helpful during your zoom meetings, but you didn't offer much help on your website.   More timely information. Ask for real-time assistance from professionals in the field who attempt to use the site.

None.

I think the website us user friendly for seasoned TRIO professionals. More graphics and how-to videos could be helpful for new professionals and directors.

The Department could improve by frequently Updating information.

It would be helpful if the Department website was up-to-date. Navigation is somewhat difficult, so it would be helpful to include 'others have searched' phrases to assist in getting to the correct information.

Remove dead links, keep information updated, make it more searchable and less document heavy

Provide more current and relevant information regarding the TRIO programs

Due to COVID and changing dynamics of educational services and opportunities presented by Cares Act, can updates be emailed to all SSS programs regularly for related opportunities in First Generation, Low Income, and Documented Disability student populations?   Great support overall throughout these changing times we all face collectively for the benefit of our student populations.

Please improve your search capabilities. We need to be able to search on key words and pull up the correct/applicable regulation that our guides our services.

Post information in a more timely fashion. For example the TRIO Training opportunities are always posted MONTHS LATE. Additionally, when dates change (ie. APR going live) I would think the most appropriate/accurate place to look should be the Department of Ed. website and yet updates/changes are not made nor highlighted.

Keep items more up-to-date. There are times when information was put out by COE much more quickly than the DoE website.

Post updated information sooner

Update as soon as possible, including current/active RFPs, data, and deadlines.

The Department could improve its website by keeping data up to date, removing or archiving out of date information and make website more user friendly.

No recommendations at this time.

No comment.

no response

More user friendly resouces

CFI Group

Searchability

The Department could provide important updates such as the status of the Grant Application process.

Providing a summary of where to locate specific regulations would be more comprehensive and helpful instead of just including links. Maybe an FAQ? For example, what can programs find in Uniform Guidance to direct their work? What can programs find in the Higher Education Act? Where can we find the definition of first-generation, low-income? There are many commonly asked questions that could be addressed on the website and point users to the correct regulation/legislation. We received an email with new Program Officers, but that information is not updated on the website.

Update information daily and have a discussion topic area for program directors and program officers to discuss real concerns especially during this pandemic, since this is new to everyone.

not sure

Provide more helpful inks/search options. 2 examples - difficult to find the letter stating that SSS can use FAFSA data to help determine eligibility; sections/references in the OMB to help support our program and program decisions i.e. consistent treatment for grant employees vs similar employees on campus - I know it is there, but I still can't find it

I would only say to update a little faster. As an example - new SSS grant competition recipients were announced in early august and the list of funded programs is still not on the website.

Add a Q and A -- that addresses, If you are looking for ..... this is where to find it.   Under the Broad categories add more subheadings for each TRIO Program   Overall, have the website more 'user' friendly, for a person that may not be website 'savvy' or just new at using this huge website.

x

The GAN site could look more user friendly. I have to click around to find the document I need because there are several tabs that I have never needed and I don't think I'll ever need that I still have to sort through.

Updating the look would be great. Bolder/easier to find links to categories of information.

Have the 'What's New' section stand out, so it is easily visible.

Things could get updated in a more timely manner. For instance, the TRIO Trainings website currently still shows the 19-20 training schedule, even though it is October, and in the Introduction section it says it is the 18-19 schedule. This makes planning difficult.

The content is helpful and generally easy to navigate. However, it is often out of date.

User-friendly, pleasing to the eye. (Interactive, real-time information)

Given the complexity of the information, I think the Department does an excellent job with its website.

The USDOE TRiO SSS page would benefit from including a program updates section.

Up-to-date information

No Improvements Currently

While all necessary information can be found, it is not always intuitive. Some links have been broken at times and some information is out of date.

It would be helpful to have a contact list of TRIO professionals at each institution for each SSS/TRIO program.

The website is easy to use and navigate.

I would recommend the department to utilize a stronger search tool bar for new TRIO officers to navigate the site.

information isn't updated frequently. Notices are not sent regarding when updates are made. Somewhat cumbersome to use.

Consider providing timely online updates, especially to the TRiO services page.

Training on completing the annual report.

Communications from SSS Program officers is very infrequent, but is duplicative of other program officers's communications and not often specific to SSS.

I use it very little, therefore, it would not be appropriate for me to speak on.

Information regarding grant competitions, training for professional development is posted too late to use for planning, including budget planning.

Ensure updated information is available at all times

The site could reflect estimated time frames for the release of notifications such as competitions, APR's or delays in the processes.

Easier ways to look up relevant regs and legs within Edgar

I am satisfied with the website.

I think it works fine like it is.

It would be helpful is the list of awards was kept up to date.

Keep information more updated.

More defined sections and links to legs and regs.

no comments

Provide more information about what schools were funded in the SSS competition and the 'cut off' scores for the winning grants

Size of print. I would like to see the print larger.

How grant reporting process could be improved?

N/A

Review the need for all the information being reported. Additional reporting information is added over the years, but rarely removed.

Different SSS programs use different data collection software. Blumen is helpful, but I think changes over time has made that particular software tool cumbersome. Maybe the department can assist with a consistent data collection tool for all programs to use that is specific to SSS.

Haven't had many issues with reporting.

The process is quite simple so no changes.

Print out all of the reporting steps and explain each portion. I was fortunate enough to attend a training where the steps were explained, and as someone who has completed the report it was easy to understand. However, for someone new it would not be as easy to understand.

Schedule it at a regular time each year.

So far, I have not run into any issues with the grant reporting process.

I do not know how the department uses the data.

The ease of leaving and coming back to an APR is not always easy-I've had to start over repeatedly-especially on part one if I am working my way through part 1 section 2. The way this data is used beyond awarding prior experience points is not clear to me.

Sometimes more than one answer is correct if we're trying to accurately give the picture of the students enrollment. Depending on the combination of responses, you get an error message. I should not have to assign a different race after I've already stated a person is of HIspanic ethnicity. I'm not going to 'guess' and that also creates error messages. Finally, not all students start out at a college intending to complete their degree there. Therefore, we should get to count students that we assist in transferring without a degree as a transfer success.

no suggestions

Provide consistent timeframe each year (APR deadlines are different every year)

Keep the due date consistent each year.

None.

Possibly how-to videos for new TRIO Directors and professionals.

The department's grant reporting process is accurate.

It would be helpful to know more of the ways our data is being used.

Add a qualitative report section.

Grant reporting process is easy to follow and clearly detailed for all objectives.

A single mistake made in reporting a student is propagated for the next six years of reporting and cannot be fixed. A typo, a misspelling - these types of errors can derail reporting for years.

Share with program what the Department of Ed. does with the CPP reporting.

Get information out on the website more quickly.

An improvement could be to allow the college student ID number to replace the random federal number that replaced the social security number.

Clear and consistent deadlines for submitting the report. More technical support from the reporting website. An opportunity to soft submit the data and review before final submission.

N/A

N/A

No comment.

no response

Eliminate the duplication of many of the required fields.

More clarification on how to report on competitive preference priorities (CPPs).

Good

Please continue to provide support the way you have been educating TRiO personnel about the requirements and APR submission process.

I would not have been able to submit our proposal if I had not had a seasoned TRIO professional assisting me in the process. Forms and fields are not well-explained.

No comment.

Have consistent deadlines

Overall the process is not too bad, one of the more efficient ones I have experience with. My biggest issue is with our database vendor, not the process itself

I would request the data earlier an allow more than 30 days to submit...i.e. put out the request Oct 1 and allow it to be due by Dec 1st...especially if there is a major change in how data is reported

Some of the data fields are redundant and need to be shortened.

Everything is fine.

N/A

I believe there needs to be a range for meeting program objectives rather than the binary 'yes' or 'no.' Ex. 80% Objective should allow a 2-3 point margin, so that 77% would meet the goal.

More assistance with understanding the data and how to improve for the following reporting year.

Making competition materials available in a timely fashion so that the competition happens earlier in the year to give the department enough time to review and make notifications in early spring.

It would be helpful if we had the option of voluntary reporting of allowable (in addition to mandatory) services. While I realize the main intent of the APR is to track objectives, many programs also use it as a consistent evaluative metric for service usage. However, an evaluative metric that covers more of our awarded grant requirements would be very helpful in this regard.

Receiving feedback in a timely manner.

No suggestions-I liked the idea of removing the social security numbers for students.

I am not sure.

Help us to better understand how you use the data.

Works well for me, no improvements on the grant reporting process.

it would be great to be able to see the summarized results of our APR. For instance, across 4 year institutions, the persistence rate average is 'X', graduation rate is 'x'.   Amidst COVID, will programs be penalized in any way if we don't meet our objective(s)?

I can't think of any suggestions at this time.

Provide how to process for new or first time submissions.

Trainings seem to just be someone from ED reading word for word what was already sent out - not additional instruction or advice.   Other than determining PE points, I'm not sure how the information is used.

Provide consistent annual due dates.

As noted, training on completing the annual report would be very helpful. Additionally, providing access to a sample report or the reporting earlier than the limited window (while continuing to withhold submission until due) would have helped. The data validation tool was particularly frustrating because it on occasion would not allow the input of correct data. Furthermore, responsive program offices which offered assistance not only in training on the report but for errors during its completion.

Not sure

Please specifically outline how Competitive Preference Priorities will be evaluated BEFORE the grant cycle begins. More specifically, what specific data will be requested in the APR and how will we need to report it? It is extremely difficult to do this AFTER the reporting year has ended.

Disseminate the information in a timely manner

Communicate all changes clearly and succinctly on the cover page and a fully staffed information line for questions. The turnover rates in the TRIO program is high and often requires additional follow up questions from the project director.

How the data is calculated and for what purposes. Date of first Service or Date of enrollment which one is calculated for 6 year graduation makes since date of enrollment but it seems the persistence points come from date of first service.

I have found over the past 4 years the lack of learning how to interpret collection of data. I have never seen a workshop presentation on good collecting techniques. I struggle with returning students, and good methods on how to track a specific cohort. I've had staff turnover, and had to learn myself how to prepare the APR. It only became easier when I purchase an online collection support called Student Access. They have been the most helpful in correcting data during the APR. No where was it suggested how or why these collection online programs are necessary to track and evaluate your data. The department puts out guidelines but it would be useful to have new directors learn how and why this is important in assessing, and evaluating your data collected by participants for program requirements. We need a specific 'how to prepare for the APR', 'how to make corrections' on the APR, and 'why we report on all participants'. Data driven decisions are necessary in the beginning of the academic year, midway through, and of course at the end. I just can't say enough good things about Student Access. It has made my program more effective as I'm able to view the status of my program participants. Thank you.

Suggestions to improve technical assistance Department staff provide?

-None at this time

More FAQs and toolboxes on the SSS web page. Maybe have a chat feature for quick non-regulatory questions.

N/A

Some can be more user-friendly

Reduce the amount of time in providing information to the SSS community. It took too long to get the FAQs after the pandemic hit. As a project director you are cautious, however, when much needed information comes late it makes it difficult to implement as it is very close to other deadlines. More trainings, more readily available information. Provide training for all grant elements including extension requests etc. Have templates for project directors to use to ensure consistency.

I have always found readily available technical assistance to be quite helpful.

N/A

Provide increased frequency of updates during COVID. Provide answers to submitted questions from grantees. Updates were infrequent and when offered did not provide answers to critical outstanding questions. Timeliness, consistency, accuracy and relevancy were inadequate.

Technical assistance trainings are some of the most inconsistent information sessions I have ever attended for a few reasons. First, some people get information on these events and some don't. If you ask questions, the staff are not always able or willing to answer and say that they cannot be held responsible for their answers. Often they read off a slide and do not actually provide in depth information.

FAQ's need to be more timely. It took too long to answer questions during the beginning of COVID. What answers were provided were not necessarily clear.

Do more than read regulations at trainings. Be more timely with information

More timely responses and updates during COVID-19 would have been very beneficial.

N/A

nonr

There could be more technical assistance throughout the year and professional development provided by Department staff so that grantees are on the same page.

I have no suggestions for improvements at this time.

More assistance would be helpful. More trainings and general information specific to our program would be great. We like hearing from the Department of Ed but often the message is general and not specific to our programs.

They could respond more, be clearer, more consistent across programs.

It is always helpful to provide as much technical assistance sessions to improve program delivery.

Staff has been very helpful in all program needs and responses are very timely.

N/A

Please ensure that the communication of technical assistance opportunities are sent more than once and in one communication style. For example, the Department contracted with a company (Longevity Consulting) to send time-sensitive communications with deadlines that cold have had significant impact on my program - which I did NOT receive. It was through my communication with colleagues and persistence with my Program Officer that I was able to track down the communication I hadn't received when I should have.

The webinars from the DoE in spring 2020 were somewhat helpful. There were many questions though that were not answered quickly enough and the delay caused confusion.

Decisions should be based on regulations and not vary from program specialist to program specialist. Program specialists should be very clear in advance if there is a special format they want for budget, etc. Multiple revisions based primarily on format take up time for both the preparer and the reviewer.

Provide more of these that are specific to SSS and separate from other TRIO programs. Create the agendas for these from feedback from program directors. Focus these on emerging concerns that need to be addressed.

N/A

N/A

No comment.

no response

Provide more technical assistance workshops.

Unsure

We have received the responses we needed every time we have reached out for help. One way in which the department can improve their services is by having technical support staff who operate on Pacific Time.

I have not requested technical assistance from Department staff.

Simply allow the program officers and program directors the opportunity to have several discussion forums on various common concerns especially as it relates to the pandemic and possible program changes/interruptions.

Timeliness of information and/or guidance

Have more staff, sometimes you have to wait a long time to get answers

I have attended trainings and these are helpful. At my campus, it is difficult to get tech. assistance staff to understand the terminology and information I need to gather that 'matches' with DOE.

the webinars regarding were covid were not helpful. they provided info that was well known publicly months before. one of them seemed to be self-congratulatory. it was them praising the administration heavily.

My Program Officer is great with meeting my program needs.

Keeping Department of Education website updated in time to catch Priority Trainings. We often have to rely on our informal TRIO networks to find the newest information.

There is not much interpersonal interaction with staff, as in the past. There used to be more of a personal touch from Department staff that provided more support to Directors.

Provide opportunities more often.

They are doing an excellent job especially with information sharing and training.

No suggestions

To include best practices for online and remote programming.

Great Job keeping us informed, no improvement is needed currently.

Continue to have more technical trainings more often throughout the year.

We have not had any issues where we have had to contact technical assistance.

People are afraid to use a listserv because the Dept. may take questions asked and penalize grantees. Trainings are information that was sent out via email that is then read, word for word, via Zoom call or conference call.

Program Specialist was always there to answer our questions and provide guidance.

Offer online tools/videos that are always available.

Training on TRIO programs, completing the annual report, et cetera.

FAQs and other assistance could be more accurately aligned and clearly stated in the context of the law and regulations.

Most technical assistance workshops put on by ED - the presenter just reads verbatim what it says in the regulations. There's no clarification, just reading directly from what it says in the regulations. It's a waste of time and resources to do this. The SSS Priority trainings are MUCH better than the technical assistance workshops.

N/A

When there are questions during a training, often those are left unanswered; simply reading a script. It would be great to have someone who could feel comfortable answering clarifying questions. Make sure FAQ's etc are timely.

When USDE provides technical assistance workshops, USDE staff are often challenged with restrictions, limitations in information sharing, and timelines. If USDE could advocate for timely and clear communication, it would assist in the confusion and frustration across programs.

What is your job role?

College Program Director

Project Director/Principal Investigator

SSS Project Director

Interim Project Director

Project Director

CUSTOM QUESTIONS

SSS - 2020 - Q25.2. How can Student Support Services improve the usefulness of the technical assistance you receive?

When there is a change in staff, program directors should be notified and emails to that former employee should route up to the next Student Support Services staff in authority.

Non-responsiveness is a huge issue. Not much can be done when you don't receive any feedback at all.

no changes needed

I understand that there are a lot of programs to oversee, however, a quicker response to issues would be greatly appreciated as directors need to halt their submission until they receive a response.

Respond in a timely fashion and update us regularly when program contact personnel change.

N/A

Providing TIMELY information would be so beneficial. Training their own staff on FAQs and regulations would also be helpful.

FAQs should match the grant/services the programs provide and the regulations guiding the specific program. Sometimes they are too general and can be difficult to interpret.

no suggestions

Responsiveness in the last few years has been poor

I have no suggestions for improvements.

n/a

Respond in a reasonable manner, instead of leaving emails unanswered for weeks, months or at times, never responding.

The technical assistance is useful and by increasing the frequency of the technical assistance can improve the usefulness.

The technical assistance I have received have been extremely useful for program services.

N/A

Provide information further in advance of due dates and timely processes.

Provide a more timely announcement of RFP as well as awarding and schedule assistance opportunities accordingly. In the past training opportunities are scheduled before the final information is released, so you either need to play the odds and hope you pick the right date to attend or risk waiting too long for another to be held and miss out entirely. Many programs do not have the financials from the program or institution (pending regulations of allowable service) to attend more than 1 training for the same purpose. Also many trainings are only held on the coasts, many rural programs in the midwest would like a local opportunity as well.

This was an unusual year and we were asked to focus on the past 12 months. Prior to Covid they were much more responsive and my responses would have been different.

Be more precise, responsive and clear on answers to questions.

N/A

No comment.

Could respond in a quicker manner.

Going well currently

Continue to provide time-efficient response.

If this refers to response from our program officers, I have only had my current officer for 4-5 months. During COVID, it was extremely difficult to get answers. By the time the FAQs came out, we had already dealt with crises and weren't able to address immediate needs of our students because there was no direction. Faster communication that is relevant would be helpful. I know ED is at the mercy of Congress, but this affects the lives of our students in real time. We cannot wait.

No comment.

Release instructions for grant proposals sooner so that we can have more time to write.

not sure

In webinars and other trainings sometimes participants ask questions that are so bad or reflect a lot of ignorance that those questions might better to be answered one on one after the webinar rather than in the webinar. I'm almost shocked at the cluelessness of some of the questions. Trying to answer bad questions in the webinar can sometimes derail it and cause confusion.

I do not request Technical Assistance often, so I do not have any suggestions at this point. The APR is where I need the most TA, and I use Blumen and the APR instructions. When there were some new changes, I appreciated the webinars and Q and A's.

I am not sure what is meant by technical assistance.   If it is the Program Officer, I rarely heard from [REDACTED].   Never in 7 years did [REDACTED] approve a budget. [REDACTED] said to email [REDACTED] and when I did, [REDACTED] told me to call. When I called, [REDACTED] said I should email [REDACTED]. [REDACTED] wasn't helpful and basically i learned not to contact [REDACTED]. [REDACTED] has recently left.   The person I have now, this month, seems very responsive and helpful.

The technical assistance that I receive is great.

N/A

I think these services are very helpful to new program staff, but perhaps not for more specific or complex concerns.

N/A They do a wonderful job especially [REDACTED]

Not Applicable.

Regulations can frequently be unclear to us a project directors.

None at the moment

Shorten the length of time it takes to get a response.

I feel this is appropriate at this time.

Shorten the wait time for a response.

In terms of the technical assistance we received from website support, that was very satisfactory. The technical assistance we received from our program office was negligible.

Train program officers to become subject matter experts to the extent necessary to provide effective guidance to SSS TRIO professionals.

SSS - 2020 - Q25.5. What can the Student Support Services do to improve communication with you?

- Sufficient time to notify funded slate programs so that they can reassure the programs' staff and grantee regarding the future of the project at the institution.

Notification of new grant awards in August prior to new year beginning in September affects services to students. Notifications by July 1 seems reasonable. Notifications within the grant cycle are ok.

Respond to emails.

SSS do a very good job

Communicate frequently, particularly when it comes to important deadlines. Also, it would have been nice to receive consistent updates in terms of the grant application review process.

Maintain regular contact. Notify of changes in personnel.

It would be very helpful to know about funding sooner than we have in the past. Finding out right before the grant cycle begins makes it difficult when you already have staff in place. You feel very vulnerable as a grant staff member because there is a possibility that you did not score high enough and will not get refunded.

I noticed there was no opportunity to share ways to improve the grant application approval notification. I believe that the Department will be rated low in that area, and yet nothing will be done. Someone in the survey review process will say 'well there is no surprise there!' and that is it. Nothing will actually be done to make improvements. Then why ask that question? Don't pacify SSS professionals with a survey and then not act on the results. I'm not sure what the approval process looks like, and I'm sure there are a lot of variables. If there is so much nuance to the process, then don't ask me to rate that section! Don't put it on the survey. Leave it off, and know that SSS directors will always be frustrated, and nothing can be done. If I'm wrong then address it!

Our current grant officer is responsive and clear in [REDACTED] communication. In my 5 years with SSS we have had 5 grant officers with varying lengths of time. On the whole, they have been responsive and easy to work with. However, during a critical time we were assigned a grant officer who did not respond to emails and was not helpful when we would call to followup on critical questions or answers needed.

My program specialist has communicated with me on several occasions with what seems to be a blanket email instead of one that actually addresses my specific request or question. I've received emails back requesting information that I have already sent. Responses have taken several weeks/months by which time I would have had to move forward on things to not endanger the progress and effectiveness of the program. When I have to remind my program specialist of regulations that make something allowable, that is frustrating AND when responses between program specialists is incredibly inconsistent, this leads to questions amongst directors of how programs can submit similar things and receive such divergent responses.

Make grant award notifications on time according to legislation

I never hear from my program specialist. I only hear from them if I initiate the contact. My previous specialist would notify me of missing reports that did not pertain to my grant and give me arbitrary deadlines that made no sense, they would notify me that my budget was missing (with harsh warnings) when I had sent and received receipts for the documents from months before. I have received no communication from my program specialist during COVID-19. I have felt like I am floating out here on my own, hoping I am getting good information from COE.

I know the program specialists are busy but it could be helpful to have monthly check-in meetings with groups of project directors to establish consistent communication.

SSS have communicated very well with me, over the years.

More trainings would be helpful.

I appreciate when the POs send out the same information to each of their programs however, they rarely provide follow up when asked questions and if they do, it is rarely the same follow up for each program.

Provide more information regarding processes, changes, and overall status of the department.

For program grant application, timely communications such as a clearly outlined schedule of information to applicants (such as 3 months notification) will help inform our future short and long term decisions for program services. Overall, USDOE is a significant funding support that has greatly impacted the lives of so many countless First Generation, Low Income, and Documented Disability for generations that have come through and will continue forward in the future. Very grateful and thankful for all the support USDOE and SSS program support.

This is all occurring during a pandemic, which is not our usual way of doing things, so I am bearing that in mind. It would be excellent if I more guidance was given about the latitude of allowable expenses during this pandemic. We are not authorized to pay for food for students, there was some language indicating the UB/UBMS/VUB were able to do that during the pandemic -does this apply to SSS too? How can I find out? My program officer is swamped with carryover grants, new grants, and grant appeals.

I appreciated the SSS post-award meeting with my Program Officer offered this year. This has never been offered in the previous eight years I have worked in TRIO-SSS.

Actually communicate with me. I received one specific email to my program all of last year. The timeliness of the grant notification was awful. I still have not had my budget approved and it is 22 days into the budget year. How am I to run a program correctly without knowing if my

proposed budget is even approved. Activities should not have to start in October or November for students just because my PO doesn't approve my budget on time.

Typically the need surfaces after grant submissions for the competition are submitted and while applicants await notification. For example many readers' scores were dated in April, yet programs don't hear until July or August. I think even a periodic update of where the department is in the process may be perceived better by applicants.

Quicker response. Answer phones.

Communicate more often. Answer emails in a timely manner. Be willing to schedule calls or video conferences to ask questions and follow-up questions. Receive support and answers on budget questions and concerns in a more timely manner.

Communicate in a more timely manner

N/A

No comment.

Emails have been great. Responsiveness to questions at times has been slow in coming.

Timely responses to emails.

Going well

Please adhere to set timelines when communicating the status of grant applications and successful awardees of grant funds.

More regular email communication regarding CONSISTENT answers for allowable and unallowable costs. Program officers will approve one program's request and another program officer may not approve the same request. I often feel like they are only responding to requests or submissions if they are incorrect. What about more direction and frequent communication BEFORE a problem occurs.

Communication with SSS is excellent and no improvement is needed.

Be more transparent and timely

This is not the easiest to answer right now due to sample size, our program specialist is new (in the last couple of months). So far so good, very small sample size

I feel that SSS keeps me informed pretty well, but I still don't understand how to deal with student travel and whether it can be charged indirect dollars. This was a change that was not and has not been explained very well.

There are so many things to consider, for example, I know each campus, especially the Fiscal Office at my campus, has their deadlines to meet that do not match in regards to timing of

closing out the books for each FY. It seems sometimes there are the long 'wait and see' 'we have to get back to you' statements, and that communication needs to improve.

The budget was due and I missed the deadline in 2019. the program officer said [REDACTED] sent an email. I checked both my inbox and spam filter to find no notification.

The communication between my Program Officer and myself is great.

N/A

If I have a question then I rely on my colleagues to help me out which is not always accurate information. It would be nice if there was better access and timely reponse to program specialists and their answer be accurate with the legs and regs of the grant.

Tell us when guidance is pending, prior to getting the same questions dozens of time! We understand that legislative change takes time, but no communication is worse than bad news. (Very specific to pandemic concerns of course, but generally a trend.) Please also keep our time constraints in mind. For instance, guidance on budget submission the day before budgets are due does not allow us to update campus approvers and get required approvals before said deadline.

N/A   My program specialist responds promptly in the most effective and professional manner. I do not have any issues obtaining information for clarity or otherwise.

Send out more memos when waiting for funded proposal announcements.

Clear and concise information regarding program, grant, and competition updates.

2-3 month notification of grant award, gives time for new grantees to hire needed staff for programming.

Acknowledgment of received emails if specific feedback will take more than 2 weeks.

Finding out about this new grant so close to the start of a new academic year was incredibly stressful. If folks could be notified whether or not their institution received the SSS grant in July, it would have been much easier/less stressful.   Regarding communication with our program officer, it would be great to not have such a long time to wait in between sending emails. I understand though, our program officers are incredibly busy and are overseeing alot of programs. When communication happens, it's always been great! It's just the wait can sometimes be incredibly long, and we can't move forward on certain items without their approval.

I am not aware of anything at this time.

I feel this is an area of tremendous improvement for the Department of Education. The process is challenging but to not have any level of communication brings about a high level of anxiety and uncertainty for members of the TRIO SSS project and the institution.

I've heard that the Program Specialist is supposed to be a resource for directors, and I've heard don't ask your program specialist questions because it will raise a red flag for your program and institution. They can't be both.

My Program Officer is timely in his response to emails and phone calls. [REDACTED] is professional, personable, and helpful.

Notification of grant should come directly to the school first. Its hard waiting to see if the program will continue to be funded. Staff wait to see if they will lose their jobs. Notification should be sooner then when it occurred.

Provide regular communication monthly and respond within 24-48 hours.

[REDACTED] has been extremely helpful. [REDACTED] is available and knowledgeable of program policy.

The program office had very little communication with our program. Of the responses we received, few were immediate, and fewer still provided useful support. More communication, especially in regard to the training on completing the annual report, would have been helpful.

SSS - 2020 - Q25.6. What is your preferred way to communicate regularly with your program specialist?

a blend of individual and distribution list email

SSS - 2020 - Q25.7. How would you advise on improving the overall process and protocols associated with this grant competition?

- Advanced notification to grantee institutions on funding status in order to plan accordingly.

A timeline that allows for sufficient time to implement program services.

Again, awarding the new grants by July 1st would be reasonable.

Again, non-responsiveness is the biggest issue.

Allow programs an opportunity to submit changes when grant isn't completed correctly.

As someone who submitted a grant application for the first time, it was a lot of unknowns and not a lot of consistent communication from the department.

Avoid blast announcements, ie list serves.

Award Notifications being sent out earlier would be a huge improvement. Being notified in July still would not be ideal, but would be better than finding out at the last minute. Other than that, I have been very happy with the process and the information leading up to grant application/submission.

Be fair with universities. It seems like programs across the countries are always forced to cut the Department some slack on deadlines and processes, when is it reciprocated?

Clearer submission and notification dates.

During the 30 day comment period, the CPPs were not available. The information provided for comment was from the 2015 grant competition. The notification of funding date was extremely late this cycle. It did not allow sufficient time to plan for either a non-interruption in services to students or to prepare for a close out.

First, when program specialists communicate with the program director, the director should actually be included in the email and not be sent only to the college president. Sometimes our TRIO directors on campus haven't been included in communications. It seems hit or miss who gets information. Training information should be advertised via website, emails and multiple sources so that the information is widely accessible. People miss out just because they may not know.

Follow the actual regulations! When we are given such a short time to write and submit the grant once receiving the final regulations, it's totally unacceptable how long it takes to read and award grants. It's hard to keep staff, if you're a continuing program, when you aren't notified if you will be losing your jobs until August 5th when your grant ends on August 31st. This isn't the first year this has happened either!

Follow the legislation in relation to Prior experience points counting for 15% (not less) and award grants on time.

Follow the regulations and establish timely and appropriate timeframes for providing info and completion of the app.

Following the law in terms of time frame for RFP to submission, and notification. Never in my 20 years in TRIO have we ever been notified of our award renewal in the time line set out by the legislation. We lose great professionals in TRIO every competition year because of the lateness of notifications. People need to know that they have jobs so the grant renewal melt is real. Just follow the LAW!

From my experience, what was different this time was how student travel was presented in this budget. There were a few questions about that part but it was clarified.

Give a better heads up for the time frame for the competition earlier than January of the grant year so the competition results can be relayed to institutions before May of the grant year so programs know if program jobs are secured or not. ED causes way too much unnecessary stress on hard working Americans who are trying to secure academic success for the next generation. It's a shame.

Have a clear timeline.

I feel the SSS grant competition was done in a timely fashion and whatever was implemented should be continued.

I think if the registration process was cut short, it would greatly improve the grant competition.

I think the process works well. I think protocols are appropriate. This year was different, in that we were all dealing with the pandemic.

I think with everything going on in the world, we were left with not a lot of feedback from DOE regarding the competition and not a lot of time to have the RFP reviewed. That felt sneaky.

I would recommend timely distribution of application, technical workshops, and award notification.

If I may pose a suggestion: What would be the overall possibility to address and identify formula SSS funding for Regional designations, For instance, in the Pacific Region, our institutions are limited to 1 state community college per island. Is there a possibility to fund these regions based on the % of First Generation, Low Income, and Documented Disability populations served in our post secondary community college institutions? What would be the possibility to allocate separate funding for SSS programs to ALL the community colleges in the Micronesian region, as there are only less than 10 community colleges in the Pacific Region which are part of the United States of America? Most of the populations in the Pacific Region that are served have a very high percentage...estimated over 80% and up are First Generation and Low Income. The cluster of the low income population is representative also in elementary, middle, and secondary educational systems. The Micronesian Pacific Region represents a small percentage in the overall Asian Pacific Region population matrix. Our Pacific Region represent less than 1% at .0002% of all grant application submissions for SSS competitions at any given time. Thank you for the opportunity to comment on this survey.

If one grant asks a question, please make the answer transparent and available to all - that way we are not duplicating questions, receiving different answers, and/or going rogue and hoping for the best. Add more search features to the websites so we can research our own questions without having to bother the grant administrator.

Indicate earlier when the grant competition RFP will be released and then actually release it when previously indicated. The same with awards. If you indicated that awards will be made by mid July, then follow though with that. Two weeks notice before a grant cycle is scheduled to begin is NOT sufficient!

Keep deadlines.

Like I mentioned in the last box, an update or automatic system or checklist to inform applicants where their application is at in the process. You submit in January and hear nothing until August ---many seasoned programs lose quality personnel due to the unknown future of the funding, this is a disservice to the long-term quality we want to provide.

Make it clear that since the grant was approved, the budget was approved, even though it needed to be revised to include the increase, so people could go ahead and spend the funds.

More technical assistance for the opportunity to ask questions, a clearer timeline, and award notification process. Ability to review budgets as soon as possible at the start of the new grant cycle.

N/A

N/A

No comment.

no response

No suggestions.

Notification of funded programs first before those in the funding band.

Notified earlier to better plan/prepare

Notify awardees earlier.

Please inform all applicants of their status during the summer. This will allow programs to plan action plans depending on the status of their application.

Proposal applicants should be advised as to what the readers will look for. It is a guessing game. Directions should be updated in appropriate font and clear language. Forms in the application should be explained. More timely response in the award process. Three weeks prior to the end of our grant is not professional.

Provide more hands on grant writing training. Do not have the competition during the Christmas holiday. Advise successful grantees no later than February of the September start date. Automatically award current grantees, who have met all of their standardized objectives and not require them to compete every five years.

release instructions sooner so that we have more time to write and prepare and submit

Release the RFP earlier and not over the Holiday when offices are closed, give us 90 days.

Stick to deadlines and move them up sooner. Grant year starts September 1, it would be nice to know in May or June if we were successful in the competition for the next cycle.

take into consideration grant amount we can request (budget) pertaining to cost of living socioeconomic per each state

The 5 yr old rfp was posted for comment without including the new logic model requirement. In my opinion the process violated the intent of congress as all the other scoring sections are reflected in the legislation authorizing SSS. The Dept of Ed randomly added a point bearing logic model section without authorization from congress. The logic model also added nothing to the quality of the programs/proposals.

The application timeframe vs. the submittal deadline is much too close given all other things that are involved with getting information from the various offices (i.e. IT) on my campus. I also would like to see the redundancy (various sections tend to overlap) addressed in the grant application.

The competition was absolutely fine, up to the point of award notification. Notifying the Funding Band group weeks before the successful/unsuccessful applicants was perplexing. Really, a simple notice to the Community that this would be the procedure would have helped

tremendously. I understand that the Pandemic and the resulting CARES Act issues complicated the issue.

The cpp should be in alignment with the grant's purpose. focusing on career programs contradicts to some extent the emphasis on graduating/transferring to a 4-year institution.

The grant notifications need to be send out to the grantees in June/early July.

The only thing to improve is the time of notification for open applications. We could use more time.

The review process is inconsistent in rating and should have a next level review and better process for addressing concerns. In our case, our grant was rated differently from cycle to cycle. Essentially the same proposal with the same criteria received a significantly lower score.

The RFP should not be the exact one used in the prior grant competition. There is a problem with the timeliness on the part of DOE regarding the release of the draft RFP, the actual RFP, and having a quick turnaround for final application submission. The timeline of grant award notifications is too close to the end of the grant period and the potential beginning of the new, if awarded. People need time to plan for job loss if the program is not refunded.

The timeline should be revisited to ensure the Dept. can make award notifications in early Spring to allow programs to prepare to continue or close.

The timeline was very frustrating. We waited and waited for it to be put out, and then it finally came out at a time that was going to be universally inconvenient for people, and then we waited and waited and waited some more to be notified of the results. I understand things were difficult in the spring, but it was not all related to challenges with COVID.

The timing of notification is so challenging. Staff in existing programs don't know if they have continued employment until weeks before end of the cycle and hiring of any new staff is necessarily delayed long into the new grant year.

This was an unusual time with COVID-19 so it wouldn't be fair to advise at this time.

Timeliness of grant award notifications for those that received awards.

We were under the impression that the competition would be released October 2019 and it was not released until late December. My suggestion is to be mindful about campus's that close for the holiday's. There are no offices open for two weeks on our campus during Christmas break and that could pose an issue if submission date is around Christmas or New Years.

Supporting Effective Educator Development Program

CORE QUESTIONS

Please describe how the Department could improve its website.

It has a dense and 'old' look and feel. Better navigation would be helpful

Add a little more color. Its very bureaucratic looking.

Add key timelines: for instance, when to expect grant award notifications, grant reporting timelines, etc. A calendar of activities by month would also be helpful

The web site and its information has improved over the last few years. I still find it hard to get information on the different program officers and their backgrounds. Having that information on the site would be helpful. It also would be helpful if communication to all grantees was more streamlined by the division staff so that we were all hearing the same information as well as kept current and update to date on modifications. Having current information like this on the web site too would be helpful.

No suggestions

Letting us know it's there and offers some help to us regarding our grant

Improve tags so new site comes up in Google searches, as well as navigation from old pages to new site.

I'm unsure of the reason for asking about the website use. As a grantee, we've not been directed there for resources or information. I'm wondering whether there is further utilization that is supposed to occur.

I think the website is functional, which works for me.

I'm trying to access resources and getting the error: Sorry   GRADS360° is currently undergoing maintenance.   .13 Server

There was a time were links were not updated or things were not posted in a timely manner despite information from ED that stated otherwise. It would be helpful for links to as up to date as possible and for new posting to be posted when the Departments indicates they will be.

How grant reporting process could be improved?

Make it all electronic

Grant officers need to be able to answer questions below a surface level. They need to be able to go beyond stock answers and give grantees answers that provide reliable interpretations of the stock answers in ways that respond to the nuances of the projects they are leading.

The information below is documented communication with SEED staff in which deadlines were not met and show the amount of reporting required for mid-year reporting, renewal competition, and no-cost extension. The grant reporting process this year required extensive data collection within short time frames that resulted in long waiting periods with little information or assistance provided on how to plan for next steps. Timely and consistent communication across all SEED grants and staying on communicated deadlines would have helped tremendously.   •   May 18th submitted +2 renewal proposal, which was due 2 weeks after Y3 mid-year SEED reports were due. Both reports required extensive data collection and reporting. Were told that we would hear about +2 renewal grants by July 31, 2020 • 6/26/2020 received email from SEED program officer that no cost extension information would come out once Year 4 and 5 renewal decisions are made o We replied 7/1/2020 thanking her for the information and informing her that we would be requesting a no cost extension (NCE) • 7/29/2020: Received email from program officer that the start date for all SEED FY20 awards will be Oct. 1, 2020

and while they make every attempt to make awards before that date, they cannot provide a specified date of when awards will be made. 'If awarded you should expect notification on or before October 1 start date.' o 7/31/2020 was advertised date in proposal process grantees should here about being awarded a renewal grant for years 4 & 5   o No notification date was set for the new SEED 2020 grant during the proposal process o When we asked for clarification if this program officer email was for the renewal grants or the new SEED 2020 grant, the program officer responded 'it applies to all awards and renewals are awards' o We asked when we would find out about no cost extensions – program officer responded 7/30/2020 that information would be sent out mid to end of August ☐ No response by USDE by these dates • 8/11/2020 – Project director heard from another grantee that they heard we will be notified about NCE's by the end of next week (8/21/2020) (which appears to align with what the program officer stated 7/30) but that we won't hear about year 4 and 5 renewal grants until at least mid-September (this did not come to us directly from US Dept. of Ed.) • 8/19/2020 – Project director emailed SEED program officer asking about expanded authorities and if it is safe to operate under the assumption that our carry over funds are permitted as long as they align with the scope of work o 8/19/2020 – program officer responded that this was correct for the NCE and she would send information on or before Sept. 1. ☐ Program officer also stated we should know something on or before Sept. 3, 2020 for the year 4 & 5 renewal (but would let us know if delayed) ☐ No response from USDE by these dates • 9/10/2020 – Project director emailed program officer to find out when we might hear about the NCE or Renewal proposal as the school year has started and participating schools and partners are looking for direction and we are trying to account for staffing needs (given Sept. 1 and 3 had already past with no updates from program officer) o Program officer responded 9/10/2020 stating she's working on NCE's this date and will follow up no later than Monday 9/14/2020. But +2 awards will be notified by October 1. o No response on 9/14 by USDE • 9/18/2020 (Friday) – Heard from Program Officer with NCE information – 3-page narrative and budget due by close of business Wed. 9/23/2020 •   As of 9/25 around 1:30 p.m., we have not heard on NCE or +2 grant; our current grant ends on September 30th so unable to plan for October or next steps with the grant project.

Provide more guidance and support for determining how we can determine meaningful metrics for 'highly effective.'   Help aligning GPRA with project activities and goals.   Clearer guidance on the deadlines and explanation for the twice-annual annual reporting periods.

We submit two reports - a year-end report and then another in April. This mid-year report is very difficult as you are dealing with carry-over funds and projecting expenses. A lot of time is dedicated to reporting. Could a year-end report suffice?

Get documents to us sooner. Have our program officer available for mentoring.

Word documents are very difficult to use for data reporting purposes. A system in which the information is filled in (Qualtrics, Google Form, etc.) would be much easier to navigate.

Some of the required data extend beyond funded period and require tracking that potentially requires diverting funds from serving educators to reporting (e.g., following teachers 2 years beyond their participation in professional development). While some of these requirements make sense and are doable if the grantee is an LEA or CMO, they are more difficult if an organization is a non-profit providing professional learning.

Provide guidelines that are more specific and a lot earlier to provide ample time to complete the requirements.

Confirming that I don't believe there is electronic submission of reports via a portal at this time - only use of email.

I understand the reporting requirements, but several of the GPRA measures are not very useful in terms of grant improvement purposes.

It is complex because timelines do not always match school years

It would be helpful if there was feedback or engagement around our reporting requirements. As it stands, it feels like we are completing reports purely for accountability.

Use a portal like NSF

We submit our annual report well before the end of the reporting period. This means we have to also submit an additional report. This is a lot of work.

Suggestions to improve technical assistance Department staff provide?

This is mainly conducted through an outside contractor who seems disconnected from the projects

The ratings offered refer only to services provided directly by Department staff. If we were to rate the services of the contracted TA team through AEM, our ratings would be much higher.   In the first two years of our grant, the grant officer and supervisor provided thoughtful, reliable, and timely answers to technical and quality assurance questions. In the last year, it has been the opposite. While the grant officer often replies quickly, it is rare to get any reliable or actionable answers. We go long periods with no communication when waiting for important information. We are told to expect answers or actions by a certain date. That date comes and goes with no action and no explanation. When we inquire again, we are told a new date-again that date comes and goes. This was ongoing from early in 2020.   We submit detailed information with required reports with no feedback. Then, sometime later, we are asked for the same information we already provided with a requirement to submit within a day or two. This happened repeatedly this last grant cycle. Each time we provide information, we get no feedback and we do not get clear answers on how the information will be or has been used to make key decisions and judgements about the status of our projects.   The biggest issue is the inability to get clear and timely answers on issues that are high stakes for grantees. This interferes with the progress of our work, our relationships with project participants and partners, and with the conduct of our research. The lack of responsiveness to our questions and the lack of understanding of our work makes us wonder if anyone actually reads the documents we submit. We go to great lengths to provide the right information in the right way, but the lack of feedback leaves us wondering where we are meeting expectations and where we are not. Hearing a vague executive summary of where we are or are not meeting the mark in an annual conference setting is neither timely or helpful. It feels like being scolded after it is way too late to meet expectations that were never communicated in the first place.   We hope that, in the future, grant officers will be provided enough timely information, enough training and development support, and sufficient empowerment to help us put our best foot forward. This needs to include all expectations laid out in year one of a funded project, good technical assistance with feedback in that year to establish a solid base, and consistency throughout the grant award period. Having expectations change with no advance warning, no explanation, and no knowledgeable assistance in the last year of a grant project is counter productive and undermines the success of the projects.   We also hope that going forward all grant timelines will be published at the beginning of each fiscal year and adhered to by Department staff. Unclear and constantly moving timelines leave grantees off-balance and undermine the efficient progression of their work. The string of delays that occurred this past year created confusion, uncertainty, and insecurity for grantees and the people and institutions they serve. This is a critical issue to address.

The technical assistance provided by EDD-TA (formerly TQP-TA) is extremely helpful. We participate with every session that they have done, including the communities of practice that pair us with other grantees within the EED division. We hope that EED continues to fund technical assistance support as it is very beneficial.

Allow more than three people to attend the annual summit. Create sessions that deliver on the promise to create dialogue among projects. Incentivize projects to truly engage in sharing ideas with each other.

COVID has provided many obstacles. The Department's recommendations have been unclear about options available. Would like more interaction with other grantees about COVID challenges and solutions.

Give us a menu of what you offer

The most helpful form of technical assistance would be regularly scheduled meetings with our program officer. We would love regular time to talk with her about our progress and make sure we're meeting ED expectations.

The staff has been very helpful in providing assistance and clarity about reporting. I don't have any other recommendations or requests.

There were many more relevant supports and opportunities to learn about grant management in 2017-19; the 2019-2020 period was extremely limited regarding grantee support.

This goals, scope and availability of this assistance is not clear at this time. Our interactions have been exclusively about technicalities surrounding reporting. As noted at opening, it sounds like this question is specific to USDOE staff. Will note that I believe TA by the third party group was dropped starting last fall for many months and that seemed like a loss - they had been helpful in early years of the grant.

Primary Ed-Funded Technical Assistance Provider?

Midwest and Plains Equity Assistance Center

AEM provided the TQP-TA assistance for our funding category. Their team has provided our TA support throughout our grant

Equity Assistance Centers and Regional Laboratories

What is your job role?

Higher Education

Professor

Supporting Effective Instruction State Grants (Title II, Part A)

CORE QUESTIONS

Please describe how the Department could improve its website.

Each page should include all information related to the topic. There is a lot of navigating to different places on the website to obtain information that is needed for one content or area.

Monitoring guide for Title II, list of Title II Coordinators from each state.

Make it user friendly (make navigation intuitive, provide more in-depth information, etc.)   Develop a detailed NRG document similar to the one that was produced after IASA and NCLB.

The USDE website provides little helpful information and the organization is not easy to navigate.

Give professional development on best ways to navigate the site. Webinar, etc. Creating an index of topics contained within the site(s) and then following this up with a strong search function.

Not sure. It's just not very intuitive.

I've personally had no problems.

I'm not sure there is general knowledge about the website; I learned of it through a TIIA collaborative (SETDA) where ED TIIA reps were guests ([REDACTED] and [REDACTED]) and the tour/orientation provided by them about the new website was FANTASTIC. Prior to this, I did not know there was a new website.

Difficult to find things when I don't know the specific title of a document. Could provide a search tool with broad content rather than specific title. Make search more user friendly.

Update site so that searches yield results for ESSA before NCLB links. Provide more guidance, preferably in Q&A format.

I don't think I've ever used the OESE.ED.gov website.

Archive outdated and old information. Difficult to find what is needed easily. Not user friendly.

Offering webinars around specific items such as a webinar of paraprofessional requirements, a webinar about proper use of funds for teacher growth etc......

How grant reporting process could be improved?

Each state agency is divided differently. Depending on the information that is being sent, it is sometimes emailed to the wrong person in the state agency because of the organizational structure of USED not the state.

Provide CSPR data requirements earlier so we can collect the data needed. Provide webinar trainings and networking opportunities

Be very specific when the grants are first given out about what will be reported, what criteria should be collected in the report, and how it should be reported. Start the reporting process with the end game in mind.

N/A this isn't my area of responsibility

there seem to be some ongoing changes; when those changes are finalized a webinar would be great. I would encourage working with SETDA and the TIIA collaborative group!

Unknown.

Provide training

The website is very confusing. The questions are worded vaguely and open to too much interpretation. An FAQ document addressing each question would be helpful.

Providing more tools to help track Title II expenditures at the SEA level

Suggestions to improve technical assistance Department staff provide?

Because I served in this role for approximately one year, my interaction with ED Title II staff was non-existent. I had the pleasure of participating in the Title II collaborative calls with SEDTA and other Title II Coordinators from other states.

It would be helpful if they would offer monthly technical support on a variety of topics. This would enable state agencies to participate on topics/areas of need when applicable.

There is no Networking opportunities to collaborate with other SEA Title II Coordinators.

Know exactly how and when we could contact the staff. Also having someone answer the phone, even if they say that they can't help but they will put us in touch with the person(s) who can help.

I have not seen opportunities for II-A State Coordinators to meet and/or collaborate through US ED.

I'm satisfied.

I'm not aware of the supports and have not accessed them.

More guidance and Q&As would be beneficial. Continue to include TItle II in the Summer and Winter Combined Meetings.

More specific guidance, NRG currently feels like it is more helpful at the LEA level than the SEA level, and provides very little on what is not allowable which gives us only our own interpretation of statute to fall back on when telling an LEA that an activity or use of their IIA funds is unallowable. While I understand the legal implications of USDOE providing official guidance and interpretation of statute, the vague guidance we get can be very frustrating.

Something like the T4PA Center for II-A would be nice.

We are unaware of technical assistance opportunities.

Primary Ed-Funded Technical Assistance Provider?

CFI Group

N or D Education TA Center SEDTA

Equity Assistance Centers and Regional Laboratories

[REDACTED]

N or D

Region 5 Lab

Regional Laboratories and Comprehensive Centers

Regional Laboratories/Comprehensive Centers

REL & Comprehensive Centers

REL Central at Marzano Research

Westat

WestEd Comp Center

What is your job role?

Title II Coordinator

Teacher and school leader incentive grants (ESEA II-B-1)

CORE QUESTIONS

Please describe how the Department could improve its website.

Ensure old links which are accessed via search either work or reroute to the new links.

Sometimes when you do a google search for the TSL grant you are directed to an inactive link. Maybe this is because the grant has been housed under different divisions over time?

Maybe short video clips of testimonials, examples of excellence.

Accessing the pieces of information for guidance. Some links do not access the needed material.

I am able to navigate the website with ease.

N/A

I like the website.

Updates on specific grant programs would be helpful

Continue to provide access to archives which might prove valuable for research purposes.

How grant reporting process could be improved?

Not totally clear if there is a comprehensive TSL study and how it's designed/implemented.

With other federal grants, written communication and training pertaining to evaluation generally came out 30 days before the grant cycle closed. With this grant, due dates were communicated after the grant cycle closed and limited guidance was provided about the documentation that needed to be submitted. Feedback about the grant reporting submissions has also been limited.

The directions about the required budget narratives and the budget forms need to be in alignment. It may be helpful to provide a template with explanations of specific requirements.

Document formatting could be improved. The assistance is very helpful.

No suggestions for improvement.

The reporting process should be aligned to your program. The reporting template should not have any sections that are not part of your grant. (I had pay for performance elements on my report template but we were not paying for performance grant). Reporting time frames should be consistent. Each page of the reporting template should have a unique and distinguishable title aligned to what it is going to reflect. Any budget/fiscal templates should be in excel not word for ease of use and tracking calculations and accuracy

Our program officer is not responsive at all to email and phone calls. It takes several weeks for us to get in-touch with her. We had questions that impacted our report and did not have clarifying questions answered before the deadline. She will often not have answers and the follow-up time is much longer then she tells us it will be, if we even hear back at all. To improve grant reporting it would be helpful to have consistency in check-ins with the program officer and someone who is responsive.

While everything can be improved, I don't have the answer to specifically what needs to be improved. I like that the Department tries to improve.

Exemplars would be helpful

Suggestions to improve technical assistance Department staff provide?

The Department offered a number of workshops and technical assistance. Workgroups on sustainability were interactive and very helpful. Annual convenings provided opportunities to learn from peers and

observe best practices. Our program was able to develop a new grow-your-own teacher partnership after attending an ED convening. Very valuable resources!

It is unclear who is included with ED staff. Our answers have been based on support provided by our Federal Program Officer and others at the Department of Education. We have also received support from the TQP-TA Center (whom we have not included in our responses).

Connect peer grantees as a PLC for improvement and increased knowledge of the grant components and best practices.

I have been successful utilizing technical assistance.

I have worked on several grants as a manager and my grantors always provided technical assistance. What I found to be useful assistance from this team is the items listed below. However, I felt none of this was provided via the TSL.   Oversite for program implementations Brainstorming partners Assistance with program SWOT Analysis   Support with navigating barriers and unpredicted challenges Monthly meetings to discuss program implementation

In the last 12 months there has not been much technical assistance offered. I feel like there was a lot more offered in the first two years. We would love to connect more with other grantees.

Our needs get met every time we receive technical assistance or have questions. Again, I appreciate the department's concern in this area.

The technical assistance team does an excellent job providing supports, training, and exemplars!

Primary Ed-Funded Technical Assistance Provider?

AEM - [REDACTED] - Logic Models, Sustainability

REL-Midwest

Usdoe

What is your job role?

Principal Investigator

Project Lead-Educational Specialist

Project Manager

Teacher Quality Partnership Program

CORE QUESTIONS

Please describe how the Department could improve its website.

n/a

I find the website user friendly. I do not have any suggestions at this time.

I didn't know there was a site for the grant, so I would say advertisement

website is informative

Keep the information os the website up-to-date

We have no recommendations at this time.

It would be helpful for our long range planning, if the grants forecast page was more long range. It appears that this site only shows the grants currently published in the Federal Register.

I think overall is good. I have no problems to find what I want.

How grant reporting process could be improved?

n/a

I found the directions and questions to be very clear. The report was somewhat time consuming, but was not difficult to determine what data and information was being requested.

Regular reminders with clear expectations and timelines.

Provide a long term guide/calendar that would let people know what they need to collect and when to start that process. Especially in year 1 and 2

place more emphasis on quantitative data and less on visuals, graphics expected

consistency in reporting requirements over the life of the grant. Changing forms and adding new expectations every year of the grant makes the reporting more challenging than it needs to be because new expectations are not articulated early enough to gather the new data required for new forms. This is especially true with the non-federal match portion of the APR and DVS. The expectations have not been clear or consistent across the 4 years of reporting to date. Expectations have also changed with Program Officers

Usage of recorded webinars.

We appreciated the guidance from Dr. Louis Edwards on what specifics he wanted us to target in the APR

A comprehensive reporting package to share with the PIs would be good. An alignment webinar would be helpful.

Suggestions to improve technical assistance Department staff provide?

n/a

Loved the recent gatherings and data sharing of grantees. It was very beneficial. The amount of emails that came as a part of the trainings were overwhelming and confusing for me. I was not always aware if they were general reminders or specific needs. In addition, the platform that is used for presenting is prohibitive to my program.

Tech issues with several webinars.

less emphasis on trainings that assume needs are equivalent over all grantees and more information of a consultative nature.

I have been frustrated by some of the support sessions that have been designed to support programs. I often feel that I'm not getting what I need. There may need to be more differentiated support for those of us who are further along than others in certain areas such as sustainability. I often feel that the information is more for beginning projects.

The technical assistance we have received this year is markedly different, as we have had a change in Program Officer who is not familiar with TQP. The communication style used is brusk and not helpful. Answers that come back from the PO are frequently fragmented and only half the question is answered, necessitating multiple presses for clarity. Often missives are sent to the entire group assigned to the PO's caseload, but the directive/expectation frequently does not apply to the entire group, which causes unnecessary work and concern for grantees. After pressing for clarity, grantees are then able to discern that the requirement applies only to more recently funded grantees and that the communication was too broad, lacking specificity, a reflection of the Program Officer's lack of understanding of TQP funding, it's evolution, and awareness of programs in caseload.   This has not been the case with previous Program Officers who have been clear in their communication and helpful with feedback.

Respond to needs more promptly

No suggestions at this point.

It is great to have opportunities to hear from other programs and have time to work together

Effective interaction between TA and PIs. We all have a very tight schedule to work on our project and committed business. I would suggest you may invite successful programs to share their experiences. From there, you can collect the feedback from other TQP projects then customize support for different project needs.

Primary Ed-Funded Technical Assistance Provider?

Regional Labs

Not sure. It is the group that is funded to provide different support sessions for SEED funded grants.

REL Northeast

What is your job role?

Non profit director/project director

Faculty

Project Co-Director

CUSTOM QUESTIONS

TQP - 2020 - Q57.6. How can we improve the content and navigation of our online resource, in order to make your experience more useful?

n/a

Unable to comment, as this is the first time I have seen the new website.

Please keep information up-to-date

No suggestions at this point.

We have a small staff and appreciate the help and support we receive. It would be helpful to have the forms a bit more ahead of time in order to gather the information we need, as we are all working off site. Thank you for the good work that you do.

TQP - 2020 - Q57.7. What recommendations would you like to make to the TQP program staff to assist you in administering your grant more effectively?

Continue with the good work that you do, especially in this challenging time.

I have found the TQP program staff to be very helpful and professional. They work with us so that our project and all involved can be successful. Very impressed with the TQP staff.

I think this is a very challenging question. Although you may be doing a what needs to be done, there are often competing priorities that include; day to day business, additional grant requirements (we work under 4 different funding sources with their own timelines and requirements), the timeline of schools compared to funding sources, continual leadership changes on all levels and the unique needs of each program. I appreciate all the support we have at this time.

I would like to have more frequent check ins or outreach to discuss how things are going and what can be provided to help with the overall monitoring of the grant.

less supervision and more consultation.

One of my program officers did not seem to understand the program well. I However, the program officer that I have worked with the longest [REDACTED] is wonderful and always provides great service.

Provide more training and technical support to new Program Officers so they can better support their programs. An understanding that a big part of their role is technical support and not limited to project monitoring to report 'up to leadership' would be helpful.

Responding promptly to questions

We have no concerns at this point.

When I work with Mia the response time is very quick and she goes above and beyond with service.   My new Officer sometimes does not confirm receiving email messages or answer questions within a few days. For documents such as APR that are critical to the future of the grant, it would be nice to receive confirmation of receiving information

Tribally Controlled Colleges and Universities (TCCU)-Part A program

CORE QUESTIONS

Please describe how the Department could improve its website.

I'm new to grants management and navigating the website so I find it difficult due to my unfamiliarity. However, I am satisfied with the guidance when i contact the help desk or work with our grant administrator. As I become familiar with the website, it's my hope that it will become easier to navigate.

Website gives us all the information that is necessary.

The website is great, I just wish we would have all had better guidance with the COVID situation and spending of funds from the CARES act.

Make it easier to find the most updated information

How grant reporting process could be improved?

Im new to the reporting process but as i familiarize myself with it i should be able to navigate and complete them easily. The assistance that I have received thus far is excellent .

The grant reporting process works for us.

The reporting for Title III is complex. Some items are more data gathering than grant reporting.

Suggestions to improve technical assistance Department staff provide?

G5 is challenging.

I don't see any need for improvement

We don't have interaction with the technical staff.

I think the staff do the best that they can, but sometimes they need clearer guidance so they can help answer our qeustions.

What is your job role?

Projects Director

CUSTOM QUESTIONS

TCCU - 2020 - Q20.2. How can TCCU improve the usefulness of the technical assistance you receive?

Thus far I have not noticed any need for improvement

Great service.

Again, I think the staff do the best job they can, but they need clearer guidance in order to get us the information.

TCCU - 2020 - Q20.5. What can the TCCU do to improve communication with you?

I am very happy with the interactions, communication and responsiveness of my Program Officer

no notice of improvement at this time

Communication is very good.

I appreciate the communication from our representative.

I think they do an excellent job, although it would be nice to have an in-person workshop when it is possible again.

TCCU - 2020 - Q20.7. How would you advise on improving the overall process and protocols associated with this grant competition?

As this grant is a formula, I am unsure

I'm new to the grants process so I don't have an opinion at this time

The protocols set up work very well and do not need to be changed.

Upward Bound

CORE QUESTIONS

Please describe how the Department could improve its website.

Make more user friendly

It is imperative that the Department update the information on its website on a consistent basis.

The US Dept of Ed website for UB has two broken links under the following section: Legislation, Regulations, and Guidance   Official Final Regulations Amending TRIO Regulations, as published in the Federal Register on October 26, 2010. These final regulations amend the Upward Bound program regulations.   Office of Management and Budget (OMB) - Grants Management Circulars

Make sure information is more up to date, especially with funded programs and current training grant offerings (Priority trainings are often out of date, which makes it difficult to plan trainings for the upcoming year).

Update information; easier navigation.

All information should be reviewed an updated, as well as refreshed with a more current look, feel, and visual presentation of information.

It is very informative but also very dry. I get it that it is a government website, but does it have to absolutely stay true to form?

n/a

I think the website is user friendly.

Be more timely in posting changes related to personnel assignments, etc.

Provide up to date information on time-sensitive information.

Other than a possible new look, and easier access to finding Program Officers, it seems to be fine and easy to navigate.

CFI Group

The site needs to be more user friendly. Sections for directors or staff then one for parents and students then a section for stakeholder. The layout currently makes you hunt for things. Maybe algorithms can inform you of what is accessed frequently.

Keeping it up to date would be a great start.   Through the COVID pandemic, it was almost impossible to find information on what was expected, if spending changes could be made, if the APR would be graded different. The Department of Ed was very slow to post any COVID information, leaving UB directors to struggle with how to meet the needs of the grant during a pandemic. Prior to COVID, the trainings available were still the prior year as well, which became a moot point, as they were all cancelled or move online.

Allow the login to be a little easier.

I believe that the DOE website is user friendly and adaptable to users. The website presents updates as soon as permitted.

Keeping the website up to date. Update prior year results in a timely fashion.

Improve graphics and web design. More engaging and relevant content.

The biggest obstacle is the update of information. It always seem as if the information is updated late.

It is very text heavy (which is understandable) but it feels more like you're reading an old manual than accessing current content on a website

More hyperlinks of titles to access from the first page. It sometimes feels as if stuff is buried behind certain pages, making the evidence or information hard to capture with deep research or breakdown o what you are looking for.

N/A

N/A

More up to date and more user friendly.

Add live chat for questions

Could have an updated look, but it functions well.

The information is very useful and addresses the needs of the Upward Bound projects.

I do not have anything at this time.

Difficult to find certain regs if our wording is not the same.

Some information is outdated or difficult to find.   One thing that would be EXTREMELY helpful is to build in a navigable legs & regs for each TRIO program, such as the Cornell Law School has at their website (https://www.law.cornell.edu/cfr/text/34/645.42). This makes it much, much easier for people to navigate

instead of asking them to download and peruse one large document. A more user-friendly version is more likely to result in grantee compliance, IMO.

Updates are very slow to be shared.

Provide more information to TRiO program providers to improve services, more recommended practices, helpful and related research on improving educational outcomes, etc.

More information. More easily accessible information.

A video explaining how to use the site.

Use of keywords and tags

The website has a number of older links but current links or resources are not always available or uploaded quickly. For example I still cannot locate any guidance documents for remaining compliant during this pandemic or recommendations for dealing with pandemic.   The data and resource links and the very bottom of the page are very helpful but there is so much scrolling to get there.   The site is not the most mobile friendly site.

No comment at this time.

Improve the search function. Remove outdated information.

The Department website,content and information is up to date and easy to find. Assistance is fast and courteous. With so many variables and uncertainty in higher education, this is our number one resource for our programs. We need to see guidance and encouragement.

Make sure that the latest information is available and take down or archive old information more regularly.

update links so you don't get - 404 - Page not found

Website is visually appealing and easy to navigate, but I wish the FAQ section was more relevant and really answered the most frequently asked questions we have for our program specialists. It would be great to have a FAQ section for funded grantees that is more specific to project operations and administration. I know my business office would welcome that addition also and maybe a feature where programs could submit questions. It would also be nice because it would be a way to keep the guidance from program specialists (which seems to vary greatly) consistent and uniform and stop the repeated asking of the same questions.

By keeping it actualized.

There are times that error (404) messages come up with sites that are not updated.

Please have lay people try to find information. There is so much on the website, that the everyday informational needs get lost in all of the 'changes to' and the links lead to more information that what is program specific.

It could be more intuitive. Consult non-DOE staff when conducting future development of the site.

I know they are very busy but sometimes responding to questions does not happen unless I ask two or three times.

N/A

Provide announcements regarding the updates and changes to the site

A little less sterile.

Current real time information about projects and what happening at the Department

It is too text heavy and not appealing.

The website is not very inviting. Information is available, but I couldn't find information about the Questions and Answers applicable to use during COVID.

Update the material more regularly,

How grant reporting process could be improved?

Allow more time to complete

It seems like there is always a 'special circumstance' when reporting. I don't know how you could prepare for all those unusual situations but the Help Hotline is helpful.

With regard to the Annual Performance Report (APR), it would be extremely helpful to receive information on the current year's report ahead of time, especially if there are changes made to the report.

Some of the measures for UB are difficult to obtain and should be removed, such as PSE Remediation. This year, scores for proficient at meeting ELA and Math state exams will be nearly impossible to find and produce, since students did not take the exam and in my state, they only take it once in 11th grade. Some measures we collect seem outdated or unclear why this information is being collected and how it is used, for example workstudy, employment and community service. Also there should be a review of choices for reason leaving the project. At risk low GPA field should include an option for rising 9th (in 8th grade the year before and therefore does not have a GPA; only choice now is unknown). Thank you for removing social security numbers from this report.

I think the grant reporting process is generally well done. The report instructions are helpful and the report is easy to upload. Some changes I'd like to see include electronic signatures for the Part 1 signature form, especially in light of COVID-19. I'd also like to see more consistency as to when reports go live and are due. The timeline has varied widely from year to year, which is difficult on us. I've been a director since 2018 and have had to submit the APR twice in the same calendar year twice. I'd like it to be more consistently submitted once per year.

Consistency in the opening and due date of the APR.

Perhaps videos could be added to the section explaining the reporting process, and providing the basic responses to the most frequently asked questions section.

It is already improved as compared to previous. However, it could be further made easier for us to review the data entered in a format that is easier to read.

n/a

The process has been good on our end.

Streamline questions. Allow for editing of past year's data when a mistake was made. Allow data sets gathered to be used for research.

The Annual Performance Report (APR) for Upward Bound continues to change fields which largely affects software updates for the electronic database. This often results in information that was input the previous year to be 'purged,' and causes it to have to be input every year for the APR. This also prevents a timely preparation because of the foregoing problems I cannot begin on completing the APR until I know whether or not the fields will change (which is never announced until right before submissions open). We have two other TRIO Programs at our institution who have their data ready for submission months before the Ed submission website opens because their fields don't change which allows them to have all of the information completed ahead of time.

N/A

The process should have a webinar to create base knowledge. In this era we need more than just a set of directions to read through.

I am not sure how the data is used, nor am I confident it actually shows how well the program is doing. I do believe for post COVID APRs, standardized testing results will hurt my program (not all participants were allowed to take the tests), I also believe the strict must enroll by fall after graduation will be a struggle, as so many students do not have the necessary electronics to be successful in an online program and are choosing a gap year.

This is only my fourth month as the director so I have not submitted any information.

The grant reporting process could improve by continuing to send frequent and immediate updates to all grantees.

Overall, I don't mind the APR process. I have the tools to find information and there is enough leeway for students I can't track down.

Improve metrics related to performance indicators. Restructure performance reporting to accurately capture the grantees ability to serve participants.

Educate staff better on how to answer questions about our grant policies and provisions. My program officer (ed Spec.) rarely returns phone calls preferring emails that can't always clearly explain my problem or discuss solutions unique to my program. Also, my program specialist will request docs, reports with a short turn around time especially during busy periods,

A little more time would be encouraging.

CFI Group

Reporting on FAFSA completion is often difficult to verify with students, and the Department should have higher accuracy and ability to check completion internally.

Establish a earlier APR release and DUE date for submissions of each program; along with the APR webinar training dates.

N/A

N/A

N/A

Provide a template

I question the value of the narrative responses and I do not know how they are used.

None to note

You could do away with the post secondary completion objective. It's not fair to hold us accountable for students accomplishments once they are no longer under the projects guidance or influence.

Nothing at this time

The inconsistency of dates to submit the APR. We are cyclical service and it is very difficult to plan when the Feds change the due date for the APR. Pushing is back is not appreciated.

I doubt it's possible to change some of the data points required of us; however, collecting student employment information is EXTREMELY DIFFICULT some years and it's not clear if we are reporting seasonal employment, full year, informal employment (such as babysitting gigs), or what that encompasses.

No one explains how the reporting process worked or how to use the website. We just figured it out by trial and error. Information on how the data is used could be provided in a report for all to view.

Streamline the APR. Make the questions less ambiguous. Get rid of CPPs.

Free webinars present the most common mistakes.

None at this moment

sharing state, regional or national comparisons regularly

No comment at this time.

Make the information collected relevant to Upward Bound. Collecting data on AP or IB courses completed, 'dual enrollment credentials', if they took a non credit college class, have a job, etc. is just random data that is difficult and timely to collect and useless for our program and objectives. Only a portion of what is submitted on the APR is relevant to the objectives. It is burdensome.

Some of the reporting should have been 'information unchanged'. Reporting year after year that a student is 'still' deceased is emotionally taxing. I'm certain that emotions fall very low on importance in reporting, but it's worth a try. Also, frequency of changes in enrollment information. If a graduate from five years ago has not enrolled in school, they probably haven't in year six. Give grantees the option to update but not always need to input.

Send information about the APR with clear instructions early. This year will be hard to report.

Improvements should come in the ability of the program to describe circumstances regarding their individual program reports. Programs should have the flexibility to talk about why things happen each program is unique although we may serve the same demographic.

Open the reporting process when you state you will and give a sufficient amount of time to complete the report. Set dates for the report annually instead of constantly changing it each year.

Our professional organizations gives guidance and training on the APR - the Department of Education does not. The instructions are usually pretty clear, but there are usually a couple different interpretations of questions/selections that are not clear and it would be helpful to have guidance on how to most accurately answer. Could the Dept of Educ host an APR workshop or post FAQ to the website with answers? I'm not clear why certain questions are added or taken away or how evaluated (outside of prior experience point questions). E.g. what was the purpose of adding the question last year about participants served at specific target schools? And those not listed in the 2016 grant? APR submission process is relatively straight forward, but I am not always sure if it is used for anything besides PE points.

By responding to my concerns in a timely manner.

Over the past 5 years I have had questions and issues (G5 and clarification) during the APR process. I left messages and sent emails to the contact indicated on the site, to gain assistance and never once have had a response.

For new directors, it would be useful to have trainings on what data elements they should prepare before hand and the submission process

More or better detailed training

N/A

Providing a more detailed guidelines on how to report. For example, how to report students that received their associate's degree before their high school graduation (dual credit students).

Suggestions to improve technical assistance Department staff provide?

N/A

I understand they must be very busy, but it would be helpful if the staff was available more often to assist with issues, especially when attempting to complete and upload the APR.

The assistance I receive from Department of Education with program inquiries is timely, friendly and accurate.

Be more prepared to answer questions. The technical assistance webinars I've been part of have been mostly surface level information. Grants that have been around for a while had more difficult questions that were not fully addressed. A Q&A to answer more difficult questions would be useful.

I think more pre-recorded videos responding to the basic types of situations and questions would be helpful. Also, posted videos of each specialist, Director, Secretary, introducing themselves would be great. We don't who we we are speaking with sometimes, and many of us never get to meet our Specialist. It would add a bit of a connection between parties.

Have more opportunities for us to dialogue directly with our Programs Officer

n/a

The assistance was decent.

Provide a better way for us to get to know our program officers so that we can develop report and so that they can understand the unique challenges of our programs.

I would rather speak to a live person rather than leave a message and wait for somebody to return my phone calls.

Keep being available for assistance.

This should be part of the webinars to head off issues in submission.

During this past year, getting any up to date information FAQs, was impossible. The available information remained the same while everything else shifted drastically. Not having timely information was quite frustrating, and made working with the students much more difficult.

I don't know.

The technical assistance continues to provide a great response times when confronted with questions or areas that I need assistance in a timely manner.

Clear program parameters and more regular communication between the DOE and programs.

I've not had any issues that would warrant improvements in technical assistance. I've always had a resolution with tech during the APR process.

Improve their relevancy. Provide clear, timely and transparent information.

Staff needs to be more accessible to program directors. My questions are rarely answered in a timely fashion unless they need data from us.

Not sure at this time.

We could use a little more guidance in times of need (like the pandemic). We are trying our best to follow regulations and serve our students' needs...but we were lost and needed more direction and support going into our summer programs.

They would be more helpful if the issues of utmost concern were addressed. We are six months in to the pandemic and the Department has responded to some concerns (although it was very late for summer programming) and has yet to address other serious issues facing programs related to substantial progress and negotiation of objectives due to the pandemic.

Unable to determine at this time.

N/A

I am appreciative of the support the Department Staff provides.

N/A

Live Chat

The FAQs regarding Covid could have been provided much, much earlier. We were about to start our summer session when they came out, and we needed the guidance at least 4-6 weeks earlier when we were planning. We kept hearing that they were going to be coming out 'next week' but that week was a long time coming.

None to note

Nothing at this time

Often when we ask for assistance, we get unhelpful responses, such as ED staff simply re-reading or re-stating a rule or regulation to us, when we are totally confused on that regulation's wording or how to implement the rule. Using situational examples or providing sample work would be very helpful in these instances (of course with whatever caveats are necessary to make sure grantees understand examples aren't mandates or one-size-fits-all).

It is very difficult to get a response in a timely manner. Often, decisions have to be made in the absence of guidance nd we just hope and pray that it is approved. Actions sometimes cannot wait for the decision from DOE so it is hit or miss in many cases. PO do not respond to questions, reply to emails and many times, they do not know the answers to the questions posed.

They could be more timely and responsive, especially in instances like that COVID-19 pandemic that fundamentally impact how our grants can operate. It took months to get any guidance.

Most common questions ask webinars.

Answering in a timely manner

place links of webinars or their recordings on website and share resources and toolkits via email as well

No comment at this time.

They are helpful - no changes needed.

Provide more support to administration and sponsored program accounting. One of my struggles was convincing campus admins of what we could and could not do. Just because NSF said it could be done didn't mean that Upward Bound couldn't do it.

The department staff do a wonderful job assisting when help is needed.

Just know what they are talking about when providing information to grantees. Sometimes there is disconnect to what ED is saying and what programs are doing.

Responses to FAQs that are shared with all project personnel - responses that distinguish between a project can do within the confines of regulatory guidance (what is allowable, meets compliance requirements) and what the department staff thinks is the best course of action (based on their experience with overseeing project operations). Clarity on what decisions are the project director's to make, then allowing them to make those decisions, with the benefit of input from the department.   Timely responses to queries, particularly regarding budget expenditures.

By providing ways to maintain audit readiness in the program/

Better way to ask questions in regards to APR and receive a response. One to one interaction as well.

During 'technical reviews ' Department staff are most often unclear or appear to be reading from a script. Come across as unknowledgable and ill-informed.

Technical assistance given by Dana Foreman, our program specialist is EXCELLENT.

Trainings offered more regularly and about possible regulation changes, upcoming APR updates months before it opens and training on how to properly look up regulations.

What is your job role?

Director

Director of a de-funded program

CFI Group

UB - 2020 - Q26.2. How can Upward Bound improve the usefulness of the technical assistance you receive?

N/A

It would be important to make sure there are people available for assistance, especially when there are changes to the APR each year.

More clear information about how this year of facing the pandemic will affect renewal grants Prior Experience Points, in terms of falling short of meeting program objectives.

More consistency in responsiveness, scheduling, and understanding of regulations.

consistency, clarity and promptness

Conduct more technical assistance sessions. Add technical assistance topics via videos to the website.

With COVID-19 much is more flexible and the conversations are brief but informative

n/a

quicker response to the questions

Help program officers be more consistent in the way they provide guidance. Empower at the lowest possible levels so that decision making does not have to always be made at higher levels. This slows things down. The pandemic illustrated how hobbled we were in implementing program changes because of indecision/slow guidance on the part of the Department of Ed.

N/A

Again, availability is always a plus to assist others.

Listen more to the practitioners and stop asking us the same questions over and over again. If we have a summer program that costs 1/3 of our budgets stop asking us why we have so much money left. This hampers our consecration on more valid forms of support to our students. It also needlessly involves staff on our campus who have NO idea of what we are doing day to day. This causes mistrust and questions regarding our regulation given authority as directors of our projects who the department of Ed must approve!

During this past year where everything was changing, the message remained the same. Therefore the usefulness diminished.

Not applicable

I believe they are great at their response time and are performing a great job.

Be more timely

Raise the bar on quality

Be timely in responding to individual concerns. I am still waiting to see if my carry-over was approved. The request was due back in the summer, and we are almost in November, and I am still waiting for approval.

I have a new (to me) Program Specialist who has been excellent with communications- very responsive and rational. I have had others that are the opposite, so my previous answers are mitigated with both experiences in mind. But even with my current contact's professionalism and timeliness, there are still issues [REDACTED] is unable to address. They lay with Department leadership.

N/A

N/A

N/A

NA

Just in the timeliness in getting important information out to the community, such as was the case with the Covid FAQs.

None to note.

nothing at the moment

When asking questions the answers are usually non-usable. They will not assist you in making a decision and say to read your regs. I have read my regs and still have a question where do I go for a concise answer.

Again, we often receive unhelpful responses where ED staff simply re-read legs & regs to us or the technical wording from whatever was distributed to grantees. Please assume that we know how to read, and that when we are asking for clarification, we need something potentially reworded in a more helpful or concrete manner. It feels condescending and like there is some sort of mandate from higher up where employees are specifically instructed to only reiterate verbatim what is distributed in official correspondence.

Quicker and more timely responses.

Timely responses.

Frequently Q & A

n/a

Many times delays in posting keep us unaware of the administrations current objectives. For example: During this pandemic it was months before the Department was given enough information so that they could respond to our collective questions.

No comment at this time.

n/a

It was fine.

The times I have needed technical assistance , the help has been immediate and very helpful. Keep the timely response and the professionalism.

Reduce some of the regulations where students services are concerned.

Most information that has been received is reactive and late in regards to program timelines. UB/ED assistance needs to be more proactive and timely.

Improve response time to questions, make a clearinghouse of Q & A from existing projects Provide written replies to queries (instead of phone calls) so there is documentation for business office, successors, auditors

By approving request in a timely fasions. I have a June 1 strt date, submitted budget on 6/8 and have not received approval as of yet.

Be more timely and consistent in responses. It takes weeks to get an email back, if at all.

Some guidance is received last minute which is problematic.

UB - 2020 - Q26.5. What can Upward Bound do to improve communication with you?

Communicate more regularly

GAN usually come out very late. It would be helpful to know this at least one month before the end of the project year.

It would be helpful if the communication occurred more often. I can say, as an Upward Bound director, I was very confused by what the Department would allow our program to do throughout the COVID-19 pandemic. There was very little information and then one of the most important areas, especially for our program, which is located in a large urban area, it would have been very helpful to provide students with meals during our virtual summer program, but this was never approved. I also felt some policies should have been adjusted during this very difficult time, especially the allowance to purchase gift cards for our students.

Release GAN sooner.

Consistency in timeline of GANs, APR due dates, etc. If this was relatively consistent from year to year, this would help program specialists with timely notification and the ability to answer questions. I often feel like program specialists are waiting for GANs to get cleared, etc. which hurts their ability to communicate quickly and efficiently.

I am thankful for my new program specialist who is great with communication. Previous program specialists were either unreliable in communication, or extremely vague in communication.

Monthly/weekly individualized chats with Programs would be great.

Have more time at conferences for Program Officers to speak to the UB community and possibly get to know us in smaller breakout groups.

n/a

Quicker response time.

Keep us informed. Even if you don't have an answer, please respond and tell us you don't have an answer. Provide guidance on how to proceed within the regulations while waiting for guidance in times of crisis.

Inform project directors ahead of schedule if there is a change that will affect their programs.

To do it on a consistent basis (monthly).

Be more communicative. Newsletters have stopped and when we did get them y tv he informations was dated.

It is difficult to plan for the next year when the GAN is 'delivered' a few weeks before it starts. It is also difficult to plan when there is no clarity or consistency with what is allowed as a roll over. This past year with the CARES act, it was also frustrating how late the information that the the UB grant fell under CARES, and then the ability to actually use the funds to benefit the students. That as a Director I am expected to continue business as usual, while not having face to face interaction with participants has made the position very difficult. That participants do not have the necessary technology to be successful, and how that technology can be distributed is also frustrating. I believe the Dept of Ed could have really made a difference ins participants lives during COVID, instead everything happened too late, and not in a way that was in the best interest of the participants.

Provide more information on proper procedures.

Upward Bound communicates with me in a timely basis on all updates, within the Department of Education as it relates to the program.

The turnaround time needs to be better. I shouldn't have to follow up every week, for weeks, with no response to my questions/requests. I'm trying to serve my students and get them resources, experiences, etc. Sometimes my students' needs are pressing and waiting 4 weeks

for an approval doesn't meet deadlines of vendors/businesses I am working with, or with the objectives I am trying to meet. A return email that states, I will respond to your inquiry within 72 hours would be better than the silence I am getting both from my program officer and the supervisor to the program officer for weeks.

Relationships, rapport.

More communication, more guidance and more support during tough times.

More frequent webinars/team meetings on updates and concerns.

Have more verbal communication with grantees when there are sensitive topics needing detailed clarification or written requirements.

N/A

N/A

N/A

More locations for information such as open and close dates

Our Program Officer, [REDACTED], is great. [REDACTED] answers emails very promptly and efficiently., and is always friendly and courteous.

I am very satisfied with communication from the Department.

Nothing at this time.

Being notified the week before the grant is to be concluded cause undo stress to Upward Bound staff. My Program Officer very rarely communicates with me. I have asked questions on different occasions and later found out [REDACTED] gave me incorrect information. [REDACTED] also does not respond to emails either.

I think this is improving; some program specialists seem to not reply very quickly and it can take months to receive responses on routine items (such as budget approvals). I'm not sure if this is due to a lack of staffing/overworking folks on your end . . . give them a raise! I am under the impression they are overworked and underpaid.

PO I had did not ever respond to my emails for over one year. Ultimately I was given a different PO who did respond more readily. If PO does not return calls, respond to emails and communicate with program directors, how can we accomplish goals and do so in the manner expected?

Provide more time when making requests. Respond more quickly.

Quarterly communication.

Respond in a timely manner

Provide a foundation for programs, districts and states to share findings, best practices and discuss issues regularly.

No comment at this time.

Other than receiving the GAN, communication is always timely.

Now we have a new program officer that seems to be better at communication and responding to emails.

Timing of the GAN was more frustrating for the campus than it was for me. Our campus didn't understand why a document that was dated to begin on 9/1 arrived after 9/15.

Ensure communication is timely and clear. Communication should answer questions and not leave us with more questions.

Quicker responses.

Past specialists have been very lacking in communication. New specialist seems to be better, only time will tell. Specialists change and things fall through the cracks often with communication.

During the pandemic, what little guidance came out was released (for the most part) after the fact and the dramatic overhaul of our programs went unacknowledged; i see the same happening with performance objectives for 20-21. Will the Dept wait until the year is completely done to tell us we could have served fewer students? Or not worried so much about standardized test scores? It would be helpful to know now so we can divert much-needed energy and resources to the most critical items and not waste time, effort and money on objectives that may be revised.

Answer my request in a timely fashion. It should not take months to receive an answer.

Be more timely and consistent in responses

More communication from the Program Specialist. Sometimes have to email two or three times before an answer is received. I have also tried calling my Specialist a few times and have never reached [REDACTED] via phone or received a return call.

Our PS rarely responds to emails / calls.

Understand problems with COVID but more timely communication to help serve the families and students

Wish we would have received guidance on how to proceed during/after COVID especially for the summer program. I was able to communicate with State and other Program Directors to make it work.

UB - 2020 - Q26.6. What is your preferred way to communicate regularly with your program specialist?

any

UB - 2020 - Q26.7. How would you advise on improving the overall process and protocols associated with this grant competition?

Allow more time for writing grant

Allowing more notice for grant writing. It usually backs into the holidays which is a very busy, stressful time. I would prefer having about 3 months to write - not one - considering there are so many people involved in the process, it's hard to wrangle everyone because many admin at my institution take time off in November / December so it's very stressful to get everything done on time.

At this time, my only suggestion would be to make the announcements sooner for the grant winners, to assist the programs in future planning.

Be clear how much of our narrative has to spend time describing both in person and remote services, if we are still not clear how schools will operate.

Consistency in release time, submission due date, length of time application is open. This shouldn't change wildly from year to year or grant cycle to grant cycle.

Continue to allow avenues for input from current grantees regarding processes and protocols.

create more opportunities for us to interact in small groups so that it is feasible for our Program Officer to meet us but to also get her work done which I understand is considerable.

Earlier proposal submisssion deadline.

Enough time to be able to produce a quality grant. More technical workshops on the grant writing process.

Get rid of the funding band. Rather, award down the slate and reserve some money for contested grants. If that reserved money is not used, fund further down the slate later.

Give a very detailed explanation as to what type of 'rubric' you are looking for in the Needs Section because this seems to be the area where we lose points.

Have materials available early enough to utilize.

Having a less subjective panel reading grants and very specific training of readers. The panels are no longer monitored or differences are not being refereed.

I believe that what are allowable expenses needs to be addressed and revised. Putting technology into the hands of students would make a huge impact on their future, and make it possible to participate with UB in the age of COVID

I don't know.

I would advise that webinars for any or all updates for the grant competition be held for project directors.

I would improve the program by providing information a year before it is due.

I'm not sure, as I am still in my current 5 year cycle. Another director at CCC writes the grants for TRIO.

Increase the amount of awards

Increase the level of professionalism in communicating with us. Be timely in response to our questions and concerns. Try to be more emphatic to directors who are having difficultly beyond our control running our program. Act as an agent with our campus budget office, administration, etc. when directors need clarity on grant administration.

Just more time to develop a proposal

More bullet point summary of key details.... instructions are very long.

More time between the release of the proposal and the submission deadline. Broadening the options for Competitive Preference Priorities.

N/A

N/A

n/a

N/A

NA

No suggestions.

None to note.

Not sure at this time.

nothing at this time

Notification needs to be in a more timely manner.

Please make sure it is timely, and please consider the calendar with grant competitions; it's cruel to assign a grant competition to occur anytime during the November/December holidays as many stakeholders/partners cannot provide data during that time. (Ditto APR; I know you didn't ask for it here, but rotating APR dates would be nice. It seems like UB almost always gets hit with APR for the holidays, and therefore the 30 day deadline is in reality much shorter since most of our support offices are closed down for a large part of those months).

Programs like these are very much needed in lower income areas and educational deficient cities. Bands of funding selections should take that into consideration.

Provide all information on the process as months as possible before the deadline. Offer webinar with details soon afterwards.

Provide an adequate amount of time for writing. Do away with silly layout rules or provide a template we can fill in. Get rid of Competitive Preference Priorities. Do away with the What Works Clearinghouse unless it is going to be properly updated. Avoid logic models because they become too large and hard to read given the complexity of Upward Bound.

Provide timeline estimates so projects can prepare and start planning ahead.

Release RFP and notification of award at original designated times. Postponing both dates creates a lot of unnecessary stress and uncertainty.

Release slate much earlier that after the final days of programs fiscal year or within it's last few hours. Many times the funded band is released even later. It is difficult to provide for program continuance especially for programs in their busiest times to delay announcements or award notifications. Could we move competitions to occur within a year of a program closing?

Set clear expectations that are reasonable to accomplish and follow guidelines and instructions. Provide information timely so programs can have adequate time prepare and write, and requests feedback on grant competition proposal before final draft is released for competition.

Simplify the objectives - It is hard to meet the college going objective when students who did not receive a hs diploma or had to take off a year after high school for medical, etc. can never be counted as a success even if they go on to obtain a 4 year degree. Why not just say anyone with a degree 6 years out is a success instead of complicating it and requiring immediate or deferred enrollment and a hs diploma in order for a student to count as a success. These are students with major hurdles. Fewer technicalities in the objectives please.

Take into consideration our limitations with the COVID19 crisis. For example, recruiting and no state standardized testing.

The last two cycles have had awful timing. The 2012 grant was due at the very beginning of the semester-- which took away our Christmas break and the 2017 was due the Monday after Thanksgiving with a very short time before the APR was due. Trying to balance supporting students and other day to day tasks made both of these cycles very difficult. I do not know what an ideal time is, but the only other time that could be worse would be in the middle of a summer program.

The process and protocols are adequate. Maybe it can be made more simple by making it less technical.

CFI Group

The upcoming grant competition should be put on hold with existing programs receiving a 1 year continuation award to help offset the damage to the program and participants during COVID-19. APR reporting for this year counts toward prior experience and with all existing grantees in jeopardy of not meeting expectations will ED have a plan to help.

Timeliness, Timeliness, Timeliness. Too often, information is released late and over college breaks creating a rush for processing and submission for short deadlines.

-webinars early in the process - particularly since data collection from high schools is likely to be difficult because of all the COVID disruptions, test cancellations. Will need indicators be changed? - release of CPPs (if any) before the final RFP comes out; or indication of likely topics -understanding of how COVID is going to hinder the ability of institutions and communities to provide the kind of support they may have in the past -clear choice in application whether the applicant is designating a target AREA for services or target SCHOOLS for services

Appendix D:
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.