



U.S. Department of Education Office of the Chief Financial Officer

Fiscal Year 2011 Grantee Satisfaction Survey

Final Report
September 2011



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Chapter I

Introduction and Methodology

This report was produced by 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, 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 45 programs participated in the FY 2011 Grantee Satisfaction Survey for the U.S. Department of Education. Thirty of these programs were participating for the first time.

Data Collection

Each of the 45 participating programs provided a list of grantees to be contacted for the survey. Data were collected from July 7, 2011 to August 30, 2011 by e-mail. In order to increase response, reminder e-mails were sent periodically to non-responders and phone call reminders were also placed. A total of 1,749 valid responses were collected for a response rate of 51%. Response rate by program is shown on the following page.



Response Rate by Program

Program	Valid Completes	Invites	Response Rate
Race to the Top	8	24	33%
Race to the Top Assessment	2	4	50%
State Fiscal Stabilization Fund	17	51	33%
Education Jobs Fund	11	50	22%
National Professional Development Program	69	127	54%
Charter Schools Program (SEAs)	23	31	74%
Investing in Innovation Program (i3)	27	49	55%
Promise Neighborhoods Program	5	21	24%
Transition to Teaching	56	92	61%
TRIO Student Support Services	67	105	64%
TRIO Talent Search	55	111	50%
TRIO Upward Bound	69	119	58%
GEAR UP	111	201	55%
FIPSE – Comprehensive	36	61	59%
International National Resources Centers	77	127	61%
International Undergraduate International Studies and Foreign Language	57	71	80%
International Centers for International Business Education	25	33	76%
Physical Education Program (PEP)	46	100	46%
Readiness and Emergency Management Service (REMS)	40	99	40%
Safe Schools Healthy Students (SS HS)	52	100	52%
Lead Agency Early Intervention Coordinators	41	73	56%
State Directors of Special Education	22	68	32%
Adult Education and Family Literacy to the State Directors of Adult Ed	43	87	49%
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	41	54	76%
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	10	31	32%
21st Century Community Learning Centers	40	70	57%
Mathematics and Science Partnerships	34	53	64%
Striving Readers	23	31	74%
Improving Teacher Quality State Grants	68	124	55%
Teacher Incentive Fund	19	33	58%
Smaller Learning Communities Fund for the Improvement of Education	77	117	66%
Payments for Federal Property (Section 8002)	37	100	37%
Payments for Federally Connected Children (Section 8003)	54	199	27%
Indian Education Formula Grants to Local Education Agencies	43	100	43%
High School Equivalency Program (HEP) - Migrant Education	36	44	82%
Migrant Education Program (MEP) -- Title I, Part C	33	52	63%
Education for Homeless Children and Youth Grants for State and Local Activities	41	58	71%
Neglected and Delinquent State and Local	37	51	73%
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	38	58	66%
English Language Acquisition State Grants Title III State Formula Grant Program	41	51	80%
School Improvement Fund	23	52	44%
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	23	52	44%
Rural Education Achievement Program (REAP) Small, Rural School Grant Achievement (SRSA) program	17	200	9%
Comprehensive Regional Assistance Centers Comprehensive Centers	13	21	62%
Rural Education Achievement Program (REAP) Rural and Low Income School Program	42	96	44%
Overall	1749	3451	51%

**Lead Agency Early Intervention Coordinators response rate is 62%, and State Directors of Special Education response rate is 37%, if calculated as a percentage of states responding.*



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

Questionnaire and Reporting

The questionnaire used is shown in the appendix. A core set of questions was developed in 2005; in 2010 additional questions were added to the core questions to address Office of Elementary and Secondary Education (OESE) technical assistance. Additional questions were added in 2011 to address Office of Postsecondary Education's (OPE) online information. In addition, each program had the opportunity to include a set of questions specific to their program.

Most of the questions in the survey asked the respondent to rate items on a 1 to 10 scale. However, open-ended questions were also included within the core set of questions, as well as open-ended questions designed to be program specific. The appendix also contains tables that show scores for each question reported on a 0 to 100 scale. Results are shown in aggregate and by program. All verbatim responses are included in the back of the report, towards the end of the appendix. Comments are separated by program. At the end of the appendix, there is an explanation of significant differences in reporting.



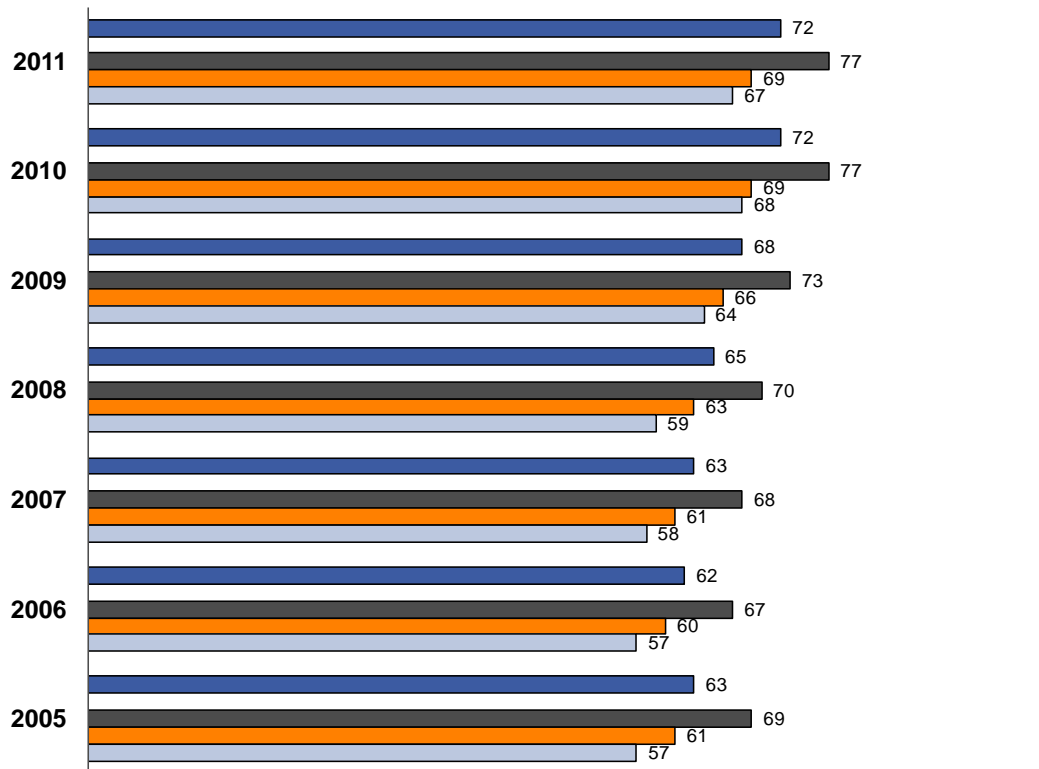
Chapter II Survey Results

Customer Satisfaction (ACSI)

The **Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q33, Q34 and Q35, 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 (Q33); Satisfaction compared to expectations (Q34); and Satisfaction compared to an 'ideal' organization (Q35).

The 2011 Customer Satisfaction Index (CSI) for the Department of Education grantees is 72. This is unchanged from 2010. From 2005 to 2007, the ACSI remained in the low 60s for the Department. In 2008 the score reached 65 and in 2009 it gained 3 points to 68. However, the largest gain was the four-point increase from 2009 to 2010.

Customer Satisfaction Index 2005 - 2011

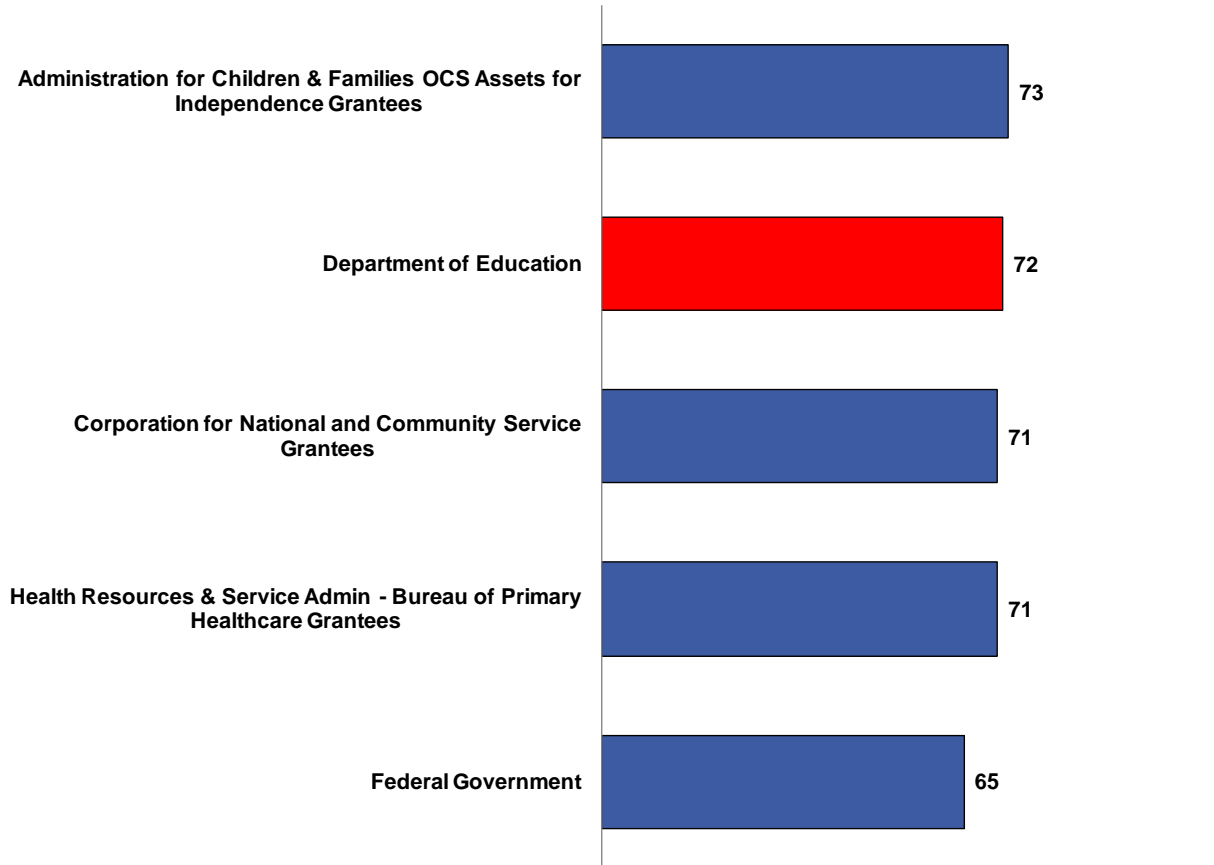


- ACSI
- How satisfied are you with ED's products and services
- How well ED s products and services meet expectations
- How well ED compares with ideal products and services



The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies taken over the past three years and the most recent (January 2011) annual overall federal government average for benchmarking purposes. The Department is now seven points above the federal government average (65). Other benchmark grantee providers score within one point of the Department.

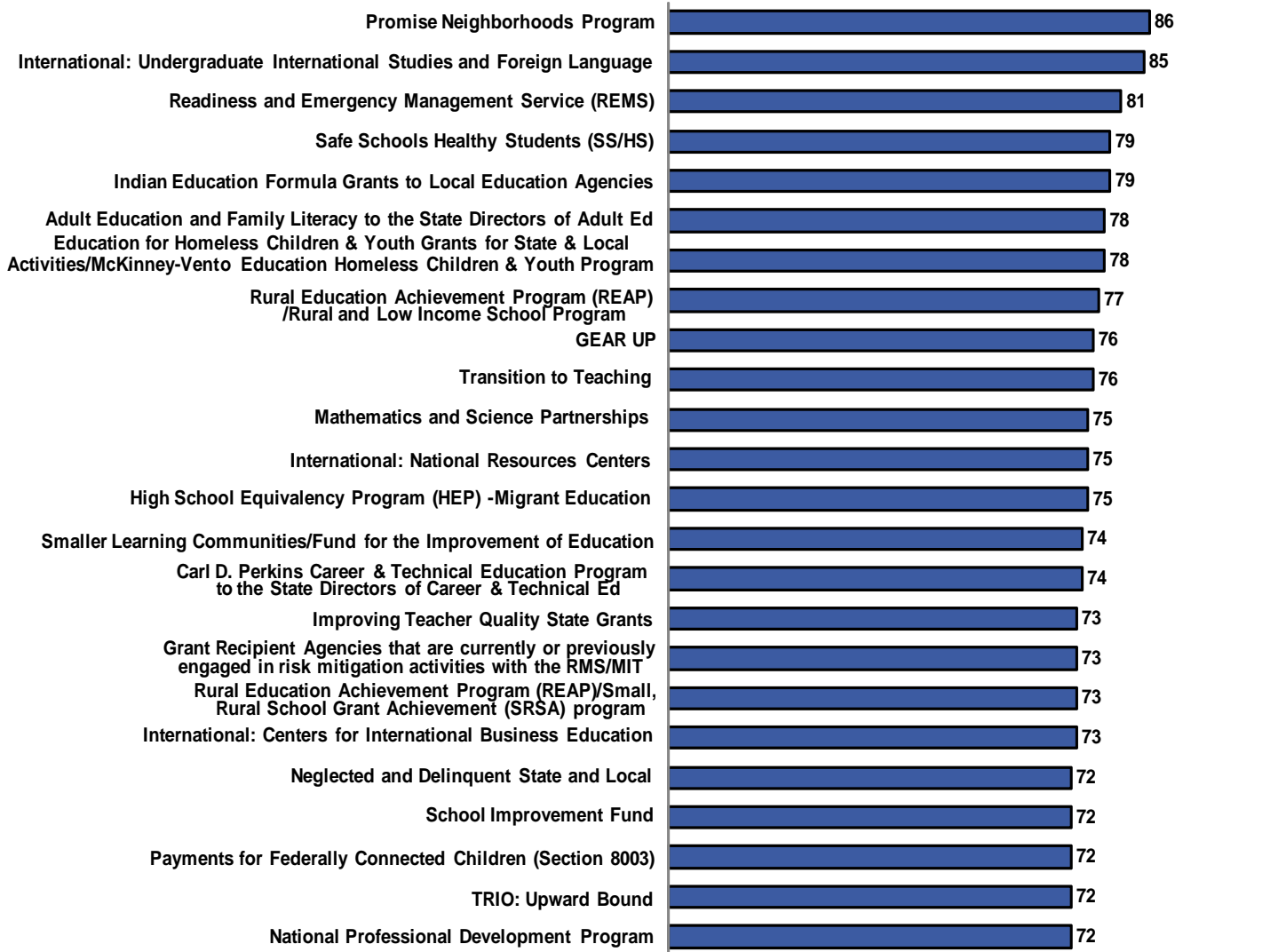
Satisfaction Benchmarks





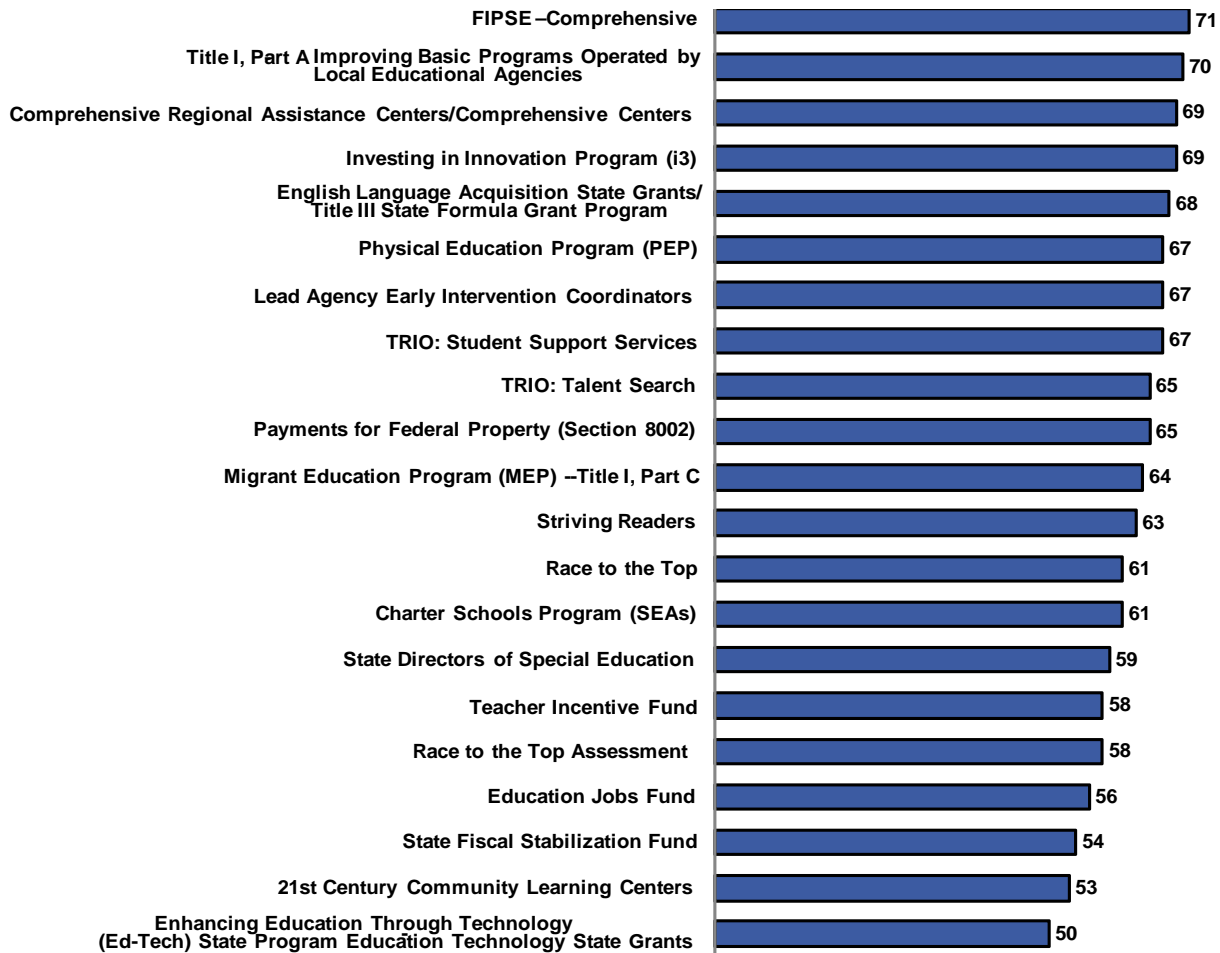
On the next two pages are satisfaction scores by program. As the overall CSI for the Department of Education was 72, many programs are scoring in the low-70s and above. Promise Neighborhoods Programs and International: Undergraduate International Students and Foreign Language have the highest satisfaction scores – both are in the mid 80s. Only seven of the programs are scoring in the 50s, with Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants lowest at 50.

Customer Satisfaction Index - Scores by Program





Customer Satisfaction Index (cont.) – Scores by Program



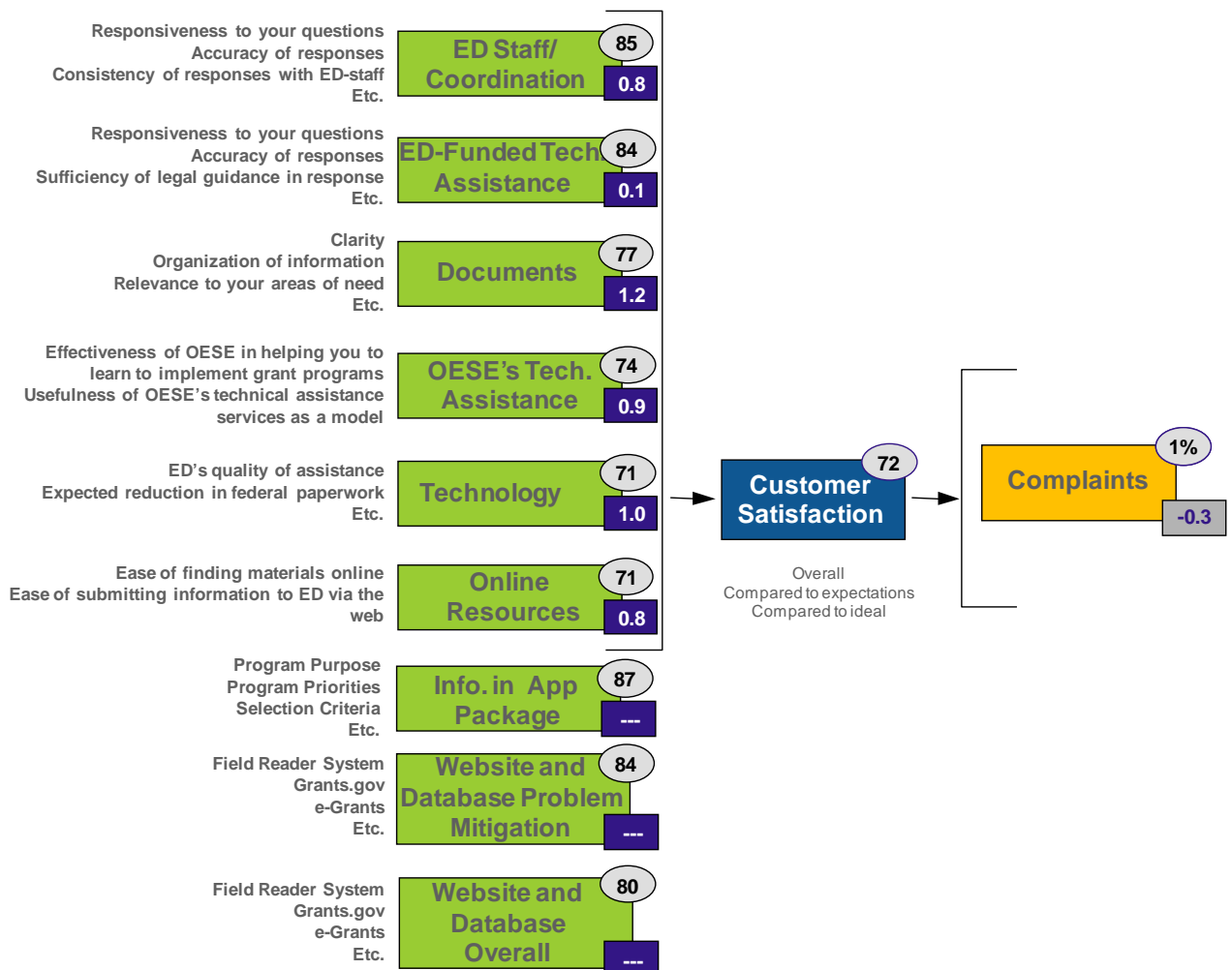


Customer Satisfaction Model

The government agency ACSI model is a variation of the model used to measure private sector companies. Both were developed at the National Quality Research Center of the University of Michigan Business School. Whereas the model for private sector, profit-making companies measures Customer Loyalty as the principal outcome of satisfaction (measured by questions on repurchase intention and price tolerance), each government agency defines the outcomes most important to it for the customer segment measured. Each agency also 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 satisfaction (ACSI) in the middle. The rectangles are multi-variable components that are measured by survey questions. The numbers in the upper right corners of the rectangles represent performance or attribute scores on a 0 to 100 scale. The numbers in the lower right corners represent the strength of the effect of the component on the left on the one to which the arrow points on the right. These values represent "impacts." The larger the impact value, the more effect the component on the left has on the one on the right. The meanings of the numbers shown in the model are the topic of the rest of this chapter.

2011 U.S. Department of Education Grantee Satisfaction Model





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

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

Impacts should be read as the effect on the subsequent component if the initial driver (component) were to be improved or decreased by five points. For example, if the score for “Documents” increased by 5 points (77 to 82), the Customer Satisfaction Index would increase by the amount of its impact, 1.2 points, (from 72 to 73.2). *Note: Scores shown are reported to nearest whole number.* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by 5 points, the related improvement in satisfaction will be the sum of the impacts.



Drivers of Customer Satisfaction
Technology
Impact 1.0

Technology has one of the stronger impacts on grantee satisfaction, with an impact of 1.0. Technology overall has decreased a significant two points since last year. The Department’s effectiveness in using technology to deliver its services remains the highest rated item in the area of technology, though it has also decreased a significant two points, to 76. Effectiveness of automated process in improving states’/LEA’s reporting had a statistically significant drop of 5 points as did ED’s quality of assistance. Expected reduction in federal paperwork remains the lowest rated item in Technology with a score of 63, unchanged since 2010.

Technology - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
Technology	73	71	-2	*
ED’s effectiveness in using technology to deliver its services	78	76	-2	*
ED’s quality of assistance	75	70	-5	*
Effectiveness of automated process in improving state/LEA reporting	73	67	-6	*
Expected reduction in federal paperwork	63	63	0	

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

On the next page are the Technology scores by program. Scores range from 42, for Race to the Top Assessment, to 83, for Readiness and Emergency Management Service (REMS). The majority of programs provided Technology ratings in the 60s and 70s, with only two above 80 and five below 60. Programs with scores in the 60s and below should especially focus on the area Technology to improve customer satisfaction.



Technology - Scores by Program

Program	Technology
Readiness and Emergency Management Service (REMS)	83
International_ Undergraduate International Studies and Foreign Language	81
Indian Education Formula Grants to Local Education Agencies	79
Mathematics and Science Partnerships	78
Promise Neighborhoods Program	78
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	78
Adult Education and Family Literacy to the State Directors of Adult Ed	77
TRIO_ Upward Bound	77
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	76
Safe Schools Healthy Students (SS_HS)	76
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	75
High School Equivalency Program (HEP) - Migrant Education	75
International_ National Resources Centers	74
English Language Acquisition State Grants_ Title III State Formula Grant Program	73
National Professional Development Program	73
Payments for Federally Connected Children (Section 8003)	73
GEAR UP	72
Transition to Teaching	72
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	71
International_ Centers for International Business Education	71
Neglected and Delinquent State and Local	71
TRIO_ Student Support Services	71
Payments for Federal Property (Section 8002)	70
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	70
Charter Schools Program (SEAs)	68
School Improvement Fund	68
Smaller Learning Communities_ Fund for the Improvement of Education	68
Improving Teacher Quality State Grants	67
Investing in Innovation Program (i3)	67
Lead Agency Early Intervention Coordinators	67
Migrant Education Program (MEP) -- Title I, Part C	67
FIPSE – Comprehensive	66
Physical Education Program (PEP)	66
Race to the Top	66
Striving Readers	66
TRIO_ Talent Search	66
Comprehensive Regional Assistance Centers_ Comprehensive Centers	61
Education Jobs Fund	61
Teacher Incentive Fund	61
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	60
State Directors of Special Education	57
State Fiscal Stabilization Fund	57
21st Century Community Learning Centers	54
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	52
Race to the Top Assessment	42



Documents

Impact 1.2

Documents was identified as the top driver of grantee satisfaction, with an impact of 1.2. Documents was also one of the higher scoring areas and had a one-point increase from last year. As in 2010, respondents gave the highest ratings to documents being relevant to their areas of need and the organization of information, though scores are down slightly to 79 and 78 respectively. Organization of information has dropped significantly. No other score changes are significant. Because of its high impact, Documents performance should be maintained. Overall ratings for Documents remain relatively strong, indicating that respondents find the documents clear, relevant and containing sufficient detail.

Documents - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
Documents	77	77	0	
Clarity	77	76	-1	
Organization of information	80	78	-2	*
Sufficiency of detail to meet your program needs	75	76	1	
Relevance to your areas of need	80	79	-1	
Comprehensiveness in addressing the scope of issues that you face	74	74	0	

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

For many programs, scores for Documents were strong, with the majority scoring at least 70, or higher. Only nine programs score below 70. Readiness and Emergency Management Services (REMS) and Promise Neighborhood Program had the two highest ratings in Documents with scores of 87 and 86, respectively. For those programs where Document scores are in the low 70s and below, additional focus should be given to this high impact area. Please note that these questions were not asked of OPE respondents.



Documents - Scores by Program

Program	Documents
Readiness and Emergency Management Service (REMS)	87
Promise Neighborhoods Program	86
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	84
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	84
Safe Schools Healthy Students (SS_HS)	83
Smaller Learning Communities_ Fund for the Improvement of Education	83
Adult Education and Family Literacy to the State Directors of Adult Ed	82
Improving Teacher Quality State Grants	82
Transition to Teaching	82
Mathematics and Science Partnerships	81
Payments for Federally Connected Children (Section 8003)	81
High School Equivalency Program (HEP) - Migrant Education	80
Indian Education Formula Grants to Local Education Agencies	79
School Improvement Fund	79
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	79
Comprehensive Regional Assistance Centers_ Comprehensive Centers	78
Neglected and Delinquent State and Local	78
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	77
National Professional Development Program	76
Physical Education Program (PEP)	75
Race to the Top	75
Migrant Education Program (MEP) -- Title I, Part C	74
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	73
Lead Agency Early Intervention Coordinators	73
Charter Schools Program (SEAs)	72
English Language Acquisition State Grants_ Title III State Formula Grant Program	71
Investing in Innovation Program (i3)	71
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	70
State Directors of Special Education	69
Education Jobs Fund	68
Striving Readers	68
Payments for Federal Property (Section 8002)	67
Race to the Top Assessment	67
Teacher Incentive Fund	65
State Fiscal Stabilization Fund	61
21st Century Community Learning Centers	54
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	54
FIPSE – Comprehensive	--
GEAR UP	--
International_ Centers for International Business Education	--
International_ National Resources Centers	--
International_ Undergraduate International Studies and Foreign Language	--
TRIO_ Student Support Services	--
TRIO_ Talent Search	--
TRIO_ Upward Bound	--



ED Staff/Coordination
Impact 0.8

ED Staff/Coordination continues to be rated as a strength by Department grantees and has increased a significant two points from last year. Its impact on satisfaction remains relatively strong at 0.8. All areas have improved since 2010; Responsiveness to your questions, Sufficiency of legal guidance in responses, Consistency of responses with ED staff from different program offices, and Collaboration with other ED programs or offices in providing relevant services have improved significantly. Scores across all attributes are strong and indicate that grantees find ED Staff/Coordination to be quite responsive in providing them knowledgeable, accurate guidance.

ED Staff/Coordination - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
ED Staff/Coordination	83	85	2	*
Knowledge of relevant legislation, regulations, policies, and procedures	86	87	1	
Responsiveness to your questions	82	84	2	*
Accuracy of responses	86	87	1	
Sufficiency of legal guidance in responses	82	84	2	*
Consistency of responses with ED staff from different program offices	78	81	3	*
Collaboration with other ED programs or offices in providing relevant services	78	82	4	*

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix .*

At the program level, the majority of grantees are finding the Department’s staff and related coordination are effectively providing them support and guidance. Thirteen programs gave ratings of 90 and over, while an additional eighteen programs gave ratings in the 80s – indicating a high performance. Only TRIO: Talent Search and 21st Century Community Learning Centers provided ratings below 70. For very few programs is the area of ED Staff/Coordination an issue. Only those programs with scores in the mid 70s and below should focus on improving performance in ED Staff/Coordination.



ED Staff/Coordination - Scores by Program

Program	ED Staff/Coordination
International_ Undergraduate International Studies and Foreign Language	96
Rural Education Achievement Program (REAP)_Small, Rural School Grant Achievement (SRSA) program	95
Promise Neighborhoods Program	93
Transition to Teaching	93
Safe Schools Healthy Students (SS_HS)	93
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	93
Mathematics and Science Partnerships	92
Adult Education and Family Literacy to the State Directors of Adult Ed	91
Smaller Learning Communities_Fund for the Improvement of Education	91
Comprehensive Regional Assistance Centers_Comprehensive Centers	91
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	91
International_ National Resources Centers	90
International_Centers for International Business Education	90
Investing in Innovation Program (i3)	89
GEAR UP	89
Improving Teacher Quality State Grants	89
Indian Education Formula Grants to Local Education Agencies	88
Neglected and Delinquent State and Local	88
Readiness and Emergency Management Service (REMS)	87
National Professional Development Program	86
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	86
FIPSE - Comprehensive	85
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	85
School Improvement Fund	85
High School Equivalency Program (HEP) - Migrant Education	84
English Language Acquisition State Grants_Title III State Formula Grant Program	84
Race to the Top	83
Lead Agency Early Intervention Coordinators	83
TRIO_ Upward Bound	80
Physical Education Program (PEP)	80
Payments for Federally Connected Children (Section 8003)	80
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	79
Striving Readers	79
State Directors of Special Education	76
Payments for Federal Property (Section 8002)	76
Migrant Education Program (MEP) -- Title I, Part C	76
Race to the Top Assessment	74
TRIO_ Student Support Services	74
Charter Schools Program (SEAs)	73
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	73
Education Jobs Fund	72
State Fiscal Stabilization Fund	71
Teacher Incentive Fund	71
TRIO_ Talent Search	69
21st Century Community Learning Centers	60



Online Resources

Impact 0.8

Online Resources again has one of the lowest ratings, with a score of 71. This is a drop of two points, and erases the gain in score shown in 2010. Ease of finding materials online improved two points since 2010. However, ease of submitting information to ED via the web declined five points; this change is significant. Overall, Online Resources has a moderate impact of 0.8 on customer satisfaction, and is an area to consider for future improvements.

Online Resources - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
Online Resources	73	71	-2	*
Ease of finding materials online	68	70	2	
Ease of submitting information to ED via the web	78	73	-5	*

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

Online Resources was one of the lower rated areas with many of the programs rating it in the 60s or lower. Overall, only six programs rated Online Resources 80 or above. Readiness and Emergency Management Service (REMS) provided the highest rating, at 84, while State Fiscal Stabilization Fund and Migrant Education Program (MEP) – Title I, Part C gave the lowest ratings. For most programs, Online Resources and in particular ease of submitting information to ED via the web is an opportunity for improvement.



Online Resources - Scores by Program

Program	Online Resources
Readiness and Emergency Management Service (REMS)	84
Indian Education Formula Grants to Local Education Agencies	83
Safe Schools Healthy Students (SS_HS)	82
GEAR UP	81
International_ Undergraduate International Studies and Foreign Language	80
Mathematics and Science Partnerships	80
Promise Neighborhoods Program	79
FIPSE – Comprehensive	78
Payments for Federally Connected Children (Section 8003)	78
TRIO_ Upward Bound	77
Payments for Federal Property (Section 8002)	76
Adult Education and Family Literacy to the State Directors of Adult Ed	74
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	74
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	74
Striving Readers	74
Rural Education Achievement Program (REAP)_Small, Rural School Grant Achievement (SRSA) program	74
National Professional Development Program	73
TRIO_ Student Support Services	73
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	73
Race to the Top Assessment	72
TRIO_ Talent Search	72
Comprehensive Regional Assistance Centers_ Comprehensive Centers	72
International_ Centers for International Business Education	70
Transition to Teaching	69
International_ National Resources Centers	69
Physical Education Program (PEP)	69
Lead Agency Early Intervention Coordinators	68
Improving Teacher Quality State Grants	68
Neglected and Delinquent State and Local	68
Investing in Innovation Program (i3)	67
School Improvement Fund	66
Teacher Incentive Fund	63
Smaller Learning Communities_ Fund for the Improvement of Education	63
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento	63
Race to the Top	62
Charter Schools Program (SEAs)	62
State Directors of Special Education	61
High School Equivalency Program (HEP) - Migrant Education	61
English Language Acquisition State Grants_ Title III State Formula Grant Program	59
Education Jobs Fund	58
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	58
21st Century Community Learning Centers	56
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	56
State Fiscal Stabilization Fund	55
Migrant Education Program (MEP) -- Title I, Part C	54



ED-funded Technical Assistance
Impact 0.1

ED-funded Technical Assistance is one of the highest rated areas for the Department. Though it has a small impact (0.1), this should not be interpreted that ED-funded Technical Assistance is unimportant to grantee satisfaction, but rather that an improvement in this area will not significantly improve satisfaction at this time. Scores remain unchanged since 2010. Grantees found the ED-funded providers of Technical Assistance to be knowledgeable, responsive and they provided grantees with accurate and consistent responses. Collaboration of both Department staff and other Department-funded providers of technical assistance was found to be effective. The lowest rated attribute, Sufficiency of legal guidance, still rated well at 81, and is up one point since last year. ED-funded Technical Assistance continues to be perceived as a strength, and the current level of effort should be maintained.

ED-funded Providers of Technical Assistance - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
ED-funded Technical Assistance	84	84	0	
Knowledge of relevant legislation, regulations, policies, and procedures	84	85	1	
Responsiveness to your questions	86	85	-1	
Accuracy of responses	85	85	0	
Sufficiency of legal guidance in responses	80	81	1	
Consistency of responses with ED staff	84	83	-1	
Collaboration with ED staff in providing relevant services	84	84	0	
Collaboration with other ED-funded providers of technical assistance	84	84	0	

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix E.*

ED-funded Providers of Technical Assistance was rated highly by many of the programs. Physical Education Program (PEP) provided the highest rating, at 97 and seven other programs rated ED-funded Providers of Technical Assistance in the 90s. Only four programs provided ratings below 70; Race to the Top, State Fiscal Stabilization Fund, Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MI and Education Jobs Fund. Only for these few programs should this area be an area of focus.



ED-funded Providers of Technical Assistance - Scores by Program

Program	ED-funded Technical Assistance
Physical Education Program (PEP)	97
National Professional Development Program	95
Promise Neighborhoods Program	95
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	95
Mathematics and Science Partnerships	93
Safe Schools Healthy Students (SS_HS)	92
Readiness and Emergency Management Service (REMS)	91
Comprehensive Regional Assistance Centers _Comprehensive Centers	90
Transition to Teaching	89
International_ Undergraduate International Studies and Foreign Language	88
International_ Centers for International Business Education	88
School Improvement Fund	88
FIPSE – Comprehensive	87
Adult Education and Family Literacy to the State Directors of Adult Ed	87
Neglected and Delinquent State and Local	87
GEAR UP	86
Smaller Learning Communities _Fund for the Improvement of Education	86
Improving Teacher Quality State Grants	85
International_ National Resources Centers	84
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	84
English Language Acquisition State Grants _Title III State Formula Grant Program	84
Rural Education Achievement Program (REAP)_Small, Rural School Grant Achievement (SRSA) program	84
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	84
Investing in Innovation Program (i3)	83
Lead Agency Early Intervention Coordinators	83
Payments for Federal Property (Section 8002)	83
Migrant Education Program (MEP) -- Title I, Part C	83
TRIO_ Upward Bound	82
Indian Education Formula Grants to Local Education Agencies	81
TRIO_ Student Support Services	80
State Directors of Special Education	80
TRIO_ Talent Search	79
Striving Readers	79
High School Equivalency Program (HEP) - Migrant Education	79
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	78
Charter Schools Program (SEAs)	76
Payments for Federally Connected Children (Section 8003)	76
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	75
21st Century Community Learning Centers	70
Teacher Incentive Fund	70
Race to the Top	68
State Fiscal Stabilization Fund	65
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	59
Education Jobs Fund	46
Race to the Top Assessment	--

**Note there were not enough responses from Race to the Top Assessment respondents to produce a reliable score.*



OESE Technical Assistance
Impact 0.9

This component was asked of the twenty programs within the Office of Elementary and Secondary Education (OESE) program office participating in the survey. OESE Technical Assistance has a high impact on satisfaction with an impact of 0.9. Ratings remain higher for the effectiveness of OESE in helping programs implement grant programs (down a significant three points to 76) and lower for the technical assistance serving as a model that they can use to replicate with their subgrantees (up two points, to a score of 70).

OESE Technical Assistance - Aggregate Scores

	2010	2011	Difference	Significant Difference
Sample Size	512	1,760		
OESE's Technical Assistance	76	74	-2	
Effectiveness of OESE in helping you learn to implement grant programs	79	76	-3	*
Usefulness of OESE's technical assistance services as a model	68	70	2	

** Statistically significant difference from 2010 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix.*

There was a wide range of scores for OESE Technical Assistance by program, from a low of 50 for 21st Century Community Learning Centers, to a high of 81 for Improving Teacher Quality State Grants and Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program. Lower scoring programs in this high impact area imply this should be an area of focus. In particular, the five programs with scores of 70 and lower should view OESE Technical Assistance as a priority.



OESE Technical Assistance - Scores by Program

Program	OESE's Technical Assistance
Improving Teacher Quality State Grants	81
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	81
Smaller Learning Communities_Fund for the Improvement of Education	80
High School Equivalency Program (HEP) - Migrant Education	80
Rural Education Achievement Program (REAP)_Rural and Low Income School Program	80
Mathematics and Science Partnerships	78
Indian Education Formula Grants to Local Education Agencies	78
Neglected and Delinquent State and Local	78
Comprehensive Regional Assistance Centers_Comprehensive Centers	78
Payments for Federally Connected Children (Section 8003)	77
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	75
English Language Acquisition State Grants_Title III State Formula Grant Program	73
School Improvement Fund	73
Payments for Federal Property (Section 8002)	72
Rural Education Achievement Program (REAP)_Small, Rural School Grant Achievement (SRSA) program	72
Striving Readers	70
Teacher Incentive Fund	66
Migrant Education Program (MEP) -- Title I, Part C	64
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	52
21st Century Community Learning Centers	50



OPE Additional Questions
Websites and Databases Overall

This component is newly measured this year and was asked of the eight programs within the Office of Postsecondary Education (OPE) program office participating in the survey. Though all areas perform well, GEAR UP Web Pages overall, GEAR UP Database overall, TRIO Online APR System overall and TRIO Web Pages overall have emerged as the highest scoring websites and databases. Lowest rated is G5 Overall and IFLE Web Pages overall.

Websites and Databases Overall - Aggregate Scores

	2011
Websites and Databases Overall	80
Field Reader System overall	78
Grants.gov overall	78
e-Grants overall	79
G5 overall	73
FIPSE Online Database overall	80
FIPSE Web Pages overall	79
GEAR UP Database overall	83
GEAR UP Web Pages overall	84
IRIS (Used by International Programs – IFLE) overall	77
IFLE Web Pages overall	75
TRIO Online APR System overall	83
TRIO Web Pages overall	81

Scores for Websites and Databases Overall, by OPE program, range from 73 to 84. International – Centers for International Business Education and International – National Resources Centers provided the lowest ratings, while International – Undergraduate International Studies and Foreign Language and GEAR UP gave the highest.

Websites and Databases Overall - Scores by Program

Program	Websites and Databases Overall
International_ Undergraduate International Studies and Foreign Language	84
GEAR UP	82
TRIO_ Talent Search	81
TRIO_ Upward Bound	81
TRIO_ Student Support Services	79
FIPSE – Comprehensive	78
International_ Centers for International Business Education	74
International_ National Resources Centers	73



Website and Databases – Problem Mitigation

Measured for the first time this year, Website and Databases – Problem Mitigation was asked of the eight programs within the Office of Postsecondary Education (OPE) program office participating in the survey. With an overall component score of 84, Websites and Databases – Problem Mitigation is a clear strength among OPE respondents. Highest rated was GEAR UP Database – Problem Mitigation, GEAR UP Web Pages – Problem Mitigation, IFLE Web Pages – Problem Mitigation and TRIO Web Pages – Problem Mitigation. Lowest scoring is G5 – Problem Mitigation.

Websites and Databases – Problem Mitigation - Aggregate Scores

	2011
Websites and Databases - Problem Mitigation	84
Field Reader System - problem mitigation	82
Grants.gov - problem mitigation	84
e-Grants - problem mitigation	84
G5 - problem mitigation	79
FIPSE Online Database - problem mitigation	84
FIPSE Web Pages - problem mitigation	85
GEAR UP Database - problem mitigation	88
GEAR UP Web Pages - problem mitigation	87
IRIS (Used by International Programs – IFLE) - problem mitigation	86
IFLE Web Pages - problem mitigation	87
TRIO Online APR System - problem mitigation	85
TRIO Web Pages - problem mitigation	87

Scores for Websites and Databases – Problem Mitigation, by OPE program, range from 73 to 90. International _ Centers for International Business Education provided the lowest rating, 76, while International – Undergraduate International Studies and Foreign Language gave the highest, 90.



Websites and Databases – Problem Mitigation - Scores by Program

Program	Websites and Databases - Problem Mitigation
International_ Undergraduate International Studies and Foreign Language	90
GEAR UP	87
FIPSE – Comprehensive	86
TRIO_ Student Support Services	85
TRIO_ Talent Search	84
TRIO_ Upward Bound	81
International_ National Resources Centers	81
International_ Centers for International Business Education	76



Information in Application Package

Measured for the first time in 2011, Information in Application Package questions were asked only of respondents from the eight programs within the Office of Postsecondary Education (OPE) program office. All areas score well, especially Deadline for Submission, Page Limitation Instructions and Program Contact.

Information in Application Package - Aggregate Scores

	2011
Information in Application Package	87
Program Purpose	88
Program Priorities	87
Selection Criteria	85
Review Process	82
Budget Information and Forms	82
Deadline for Submission	91
Dollar Limit on Awards	87
Page Limitation Instructions	89
Formatting Instructions	87
Program Contact	89

All programs provided excellent ratings for Information in Application Packages. International – Centers for International Business Education and International: Undergraduate International Studies and Foreign Language gave the highest scores, while TRIO: Student Support Services gave the lowest.

Information in Application Package - Scores by Program

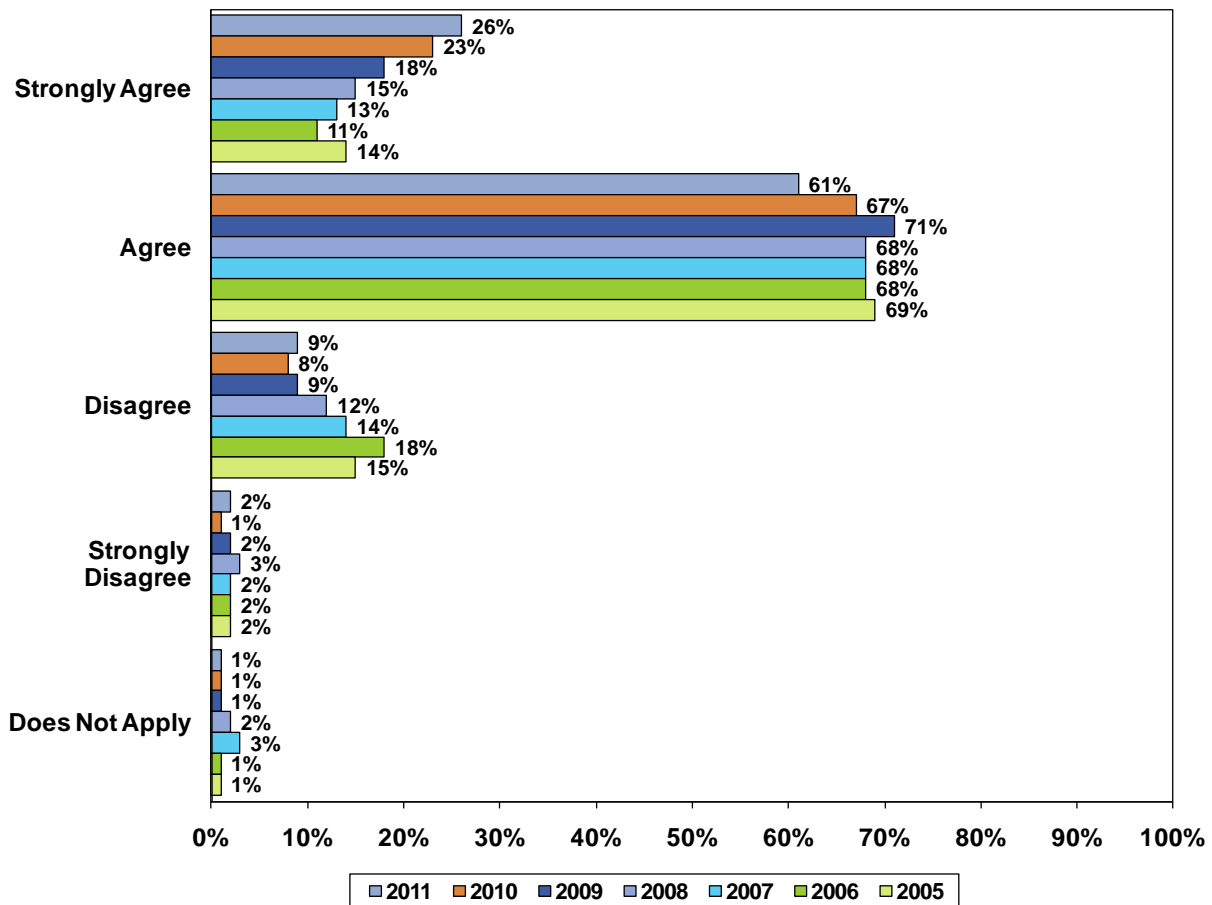
Program	Information in Application Package
International_ Centers for International Business Education	92
International_ Undergraduate International Studies and Foreign Language	91
GEAR UP	89
International_ National Resources Centers	88
TRIO_ Upward Bound	86
FIPSE – Comprehensive	86
TRIO_ Talent Search	83
TRIO_ Student Support Services	82



Satisfaction Benchmark

The satisfaction benchmark question “Overall, when I think of all of ED’s products and services, I am satisfied with their quality” was included in the survey for the 7th year. Respondents rated their satisfaction with all of the Department’s products and services on a four-point scale. This year 87 percent responded ‘Agree’ or ‘Strongly Agree’. This is up down just slightly from 2010. However, 26 percent strongly agree this year compared to only 23 percent last year.

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



Complaints

As in 2010, only 1 percent of all respondents reported that they had formally complained to the Department within the past six months.



Results by Program

TRIO: Student Support Services

Satisfaction with TRIO: Student Support Services (67) was slightly below the Department average. Websites and Databases – Problem Mitigation (85) and Information in Application Package (82) were rated highly overall. Online Resources (73) and Technology (71) were on par with or slightly above the Department average. However, ED Staff/Coordination (74) appears to be an opportunity to improve, in particular, with consistency of responses from different program offices and responsiveness to questions.

TRIO: Talent Search

Satisfaction with TRIO: Talent Search (65) was also below the Department average. Websites and Databases – Problem Mitigation (84) and Information in Application Package (83) were rated as strengths. Technology (66) as it relates to delivering services should be a focus. For TRIO: Talent Search ED Staff/Coordination (69) should be a high priority for improvement. In particular, the focus should be on collaboration with other ED programs in providing services, consistency of responses from different program offices and responsiveness to questions.

TRIO: Upward Bound

Satisfaction with this program was on par with the Department average (72). Information in Application Package (86) was rated as the program's strength. Ed-funded Technical Assistance (82) received solid ratings. Online Resources (77) were six points above the Department average. However, ED Staff/Coordination (80) may be an area for focus and especially with the consistency of responses from different program offices.

GEAR UP

GEAR UP had 111 responses to the survey and its grantees were among the most satisfied (76). Information in Application Package (89) and Websites and Databases – Problem Mitigation (87) are program strengths. Online Resources (81) for GEAR UP outscored the Department average by 10 points. In addition to high scores in areas related to technology, ED Staff/Coordination (89) and ED-funded Technical Assistance (86) were also rated very highly for GEAR UP.

FIPSE – Comprehensive

Satisfaction with FIPSE – Comprehensive (71) was close to the Department average. Information in Application Package and Websites and Databases – Problem Mitigation were both rated as strengths, with scores of 86. ED Staff/Coordination (85) and ED-funded Technical Assistance (87) were rated highly as well. Both areas scored high in knowledge of policy and ED-funded Technical Assistance collaborated well with other ED-funded Technical Assistance providers.

International: National Resources Centers

Grantees from this program were quite satisfied (75), with a CSI higher than the Department average. ED Staff/Coordination (90) and Information in Application Package (88) were International: National Resources Centers' strengths. Staff were rated as knowledgeable, responsive and provided accurate responses and guidance. Online Resources (69) with respect to finding materials on line is an opportunity for improving satisfaction.

International: Undergraduate International Studies and Foreign Language

With an index of 85, this program's grantees were among the most satisfied. Grantees thought that the program excelled in the area of ED Staff/Coordination, with a score of 96. Technical and information areas, Websites and Databases – Problem Mitigation and Information in Application Package, also rated in the 90s. Maintaining current levels of performance should be the objective for International: Undergraduate International Studies and Foreign Language.

International: Centers for International Business Education

Satisfaction for this program's grantees (73) is on par with the Department average. Information in Application Package (92) and ED Staff are viewed as program strengths. ED-funded Technical Assistance is also rated highly (88) with knowledge of policy among the higher scoring attributes for both



areas. With scores in the 70s Websites and Databases, both overall and with respect to problem mitigation, appear to be opportunities for improvement.

Physical Education Program (PEP)

With a satisfaction score of 67, grantees of PEP are less satisfied than the Department average. While scores excel in the area of ED-funded Technical Assistance (97), ED Staff/Coordination rates quite a bit lower (80) with responsiveness to questions and opportunity to improve. The higher impact area of Technology (66) should be a focus. The Federal Project Officer site visit was rated of low importance (38).

Readiness and Emergency Management Service (REMS)

REMS grantees were highly satisfied with a CSI of 81. The high impact area of Documents (87) was a particular strength for the program with clear, well-organized relevant documents. Online Resources (84) was also highly rated. In addition to performing well in those technology-related aspects, ED Staff/Coordination (87) and ED-funded Technical Assistance (91) provided grantees with their knowledge of policy and accurate responses. Maintaining current levels of performance should be the program objective.

Safe Schools Healthy Students (SS/HS)

Safe Schools Healthy Students grantees were among the most satisfied (79). Strong performance in the high-impact areas of Documents (83) and ED Staff/Coordination (93) are key to driving their satisfaction. Grantees rate program documents as being clear, well-organized and relevant. Staff are considered knowledgeable, and highly responsive in providing guidance and support. Ed-Funded Technical Assistance (92), while less of a driver, also received high ratings for responsiveness, consistency of responses and collaboration with ED staff and other ED-funded providers. Maintaining current levels of performance should be the program objective.

Lead Agency Early Intervention Coordinators

Satisfaction improved two points to 67, which is still slightly below the Department average. A seven-point improvement in Documents (73) with significant improvements in the areas of detail and clarity, have driven up this area's score. ED Staff/Coordination (83) and ED-funded Technical Assistance (83) remain the program's strengths with response accuracy and staff knowledge among the higher rated attributes. Technology (67) and Documents should remain the focus to improve grantee satisfaction. Additionally, in the area of Online Resources the 10-point drop in ease of submitting information to ED should be monitored.

State Directors of Special Education

Program satisfaction fell among State Directors of Special Education grantees, with a six-point drop to 59. A drop in Technology, particularly the significant drops in quality of assistance and effectiveness of the automated process, brought scores down in this area. Online Resources fell seven points to 61. Both of these higher-impact drivers remain areas to address. Additionally, ED-Staff/Coordination received a modest rating of 76. Sufficiency of guidance, consistency with different program offices and collaboration with other programs or offices to provide services should be targeted to improve satisfaction.

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

Program satisfaction improved three points to 78 for Adult Education and Family Literacy to the State Directors of Adult Ed. Performance improved in the higher impact area of ED Staff/Coordination (91) by six points with knowledge and accuracy of responses having significant increases. Documents (82) were rated high for being clear, well-organized and relevant. Online Resources dipped slightly (74) with ease of finding materials online scoring lower (66). Technology (77) was rated six points above the Department average with effectiveness of automated process improving eight points.

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

Program satisfaction was nearly the same as last year, up just one point to 74. While not quite a significant difference, ED Staff/Coordination was up five points to 85 with accuracy of response and knowledge the highest rated attributes. Ed-Funded Technical Assistance fared nearly as well with a rating



of 84 and highest scores for collaborating with ED Staff and other ED-funded providers. The high-impact areas of Technology (71) and Documents (77) were both on par with the Department averages for those scores. Career and Technical Ed should focus on those two areas for improvement to drive customer satisfaction. For Technology, expected reduction in paperwork was the lowest rated attribute and for Documents it was comprehensiveness.

Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

Satisfaction with this program (73) was just above the Department average. Scores reflect the evaluation of 10 respondents so scores should be interpreted with some caution. The high-impact areas of Documents (73) and Technology (73) and ED Staff/Coordination (79) were all rated in the 70s. ED Staff responsiveness and consistency of responses with other program offices may be opportunities to improve in this area. ED-funded Technical Assistance (59), while not a high-impact area, appears to be another area where improvement can occur, particularly with accuracy and consistency of responses. Collaboration with ED staff and other ED-funded providers were among the lowest scoring attributes as well.

21st Century Community Learning Centers

Grantee satisfaction with 21st Century Community Learning Centers (53) was among the lowest of all programs. With the exception of ED-funded Technical Assistance (70) all drivers were rated in the 50s or 60. Given the lower scores across most areas, the focus should be on the high-impact areas as a priority. Documents (54) that are clearer, comprehensive and meet the program needs should be one priority. Additionally, using Technology (54) to effectively deliver services and providing high quality of assistance will improve satisfaction. OESE's Technical Assistance (50) could be more effective in helping implement grant programs and serving as a model.

Mathematics and Science Partnerships

Grantee satisfaction with the Mathematics and Science Partnerships program (75) is above the Department average. Performance is strong in the high-impact areas of Documents (81) and Technology (78). Additionally, ED Staff/Coordination (92) and ED-funded Technical Assistance (93) are rated as strengths. Both areas provided grantees with knowledge of policy, responsiveness to their questions and high quality guidance. Maintaining current levels of performance should be the program's objective.

Striving Readers

Striving Readers' grantees had lower satisfaction (63) compared to most Department programs. Relative to other programs Online Resources (74) was a relative strength. However, the high-impact area of Documents (68) should be an area of focus and in particular, improving their comprehensiveness and clarity. Knowledge of policy should also be a focus ED Staff/Coordination and ED-funded Technical Assistance. Contractor's written guidance on evaluation report preparation (73) is another potential area of focus.

Improving Teacher Quality State Grants

Satisfaction with this program did not change significantly from last year, although it's current CSI of 73 is slightly above the Department average and some drivers did have significant increases. The high-impact area of Documents (82) had a five-point improvement with comprehensiveness and relevance of documents showing significant improvements. ED Staff/Coordination (89) was rated as a strength, with significant improvements in multiple areas including: responsiveness, accuracy of response and collaboration with other offices. Technology (67) slipped four points and should be an area of focus.

Teacher Incentive Fund

Grantee satisfaction with the Teacher Incentive Fund (58) program was among the lowest compared to other programs. Satisfaction slipped a significant 12 points from last year. The high-impact areas of Documents (65) and Technology (61) remain high priorities for improvement. Quality of assistance and effectiveness of automated reporting process were particularly low scoring attributes in the area of Technology. In the area of Documents, address their clarity, comprehensiveness and relevance. ED Staff/Coordination (71) dropped nine points from last year responsiveness, consistency of response with



other program offices and collaboration with other programs are opportunities for improvement. The Online Resources (63) attribute ease of submitting information via the web also had a significant drop from last year.

Smaller Learning Communities/Fund for the Improvement of Education

This program had a five-point dip in grantee satisfaction (74) but still is above the Department average. The staff-related areas of ED Staff/Coordination (91) and ED-funded Technical Assistance (86) remain strengths and maintaining current levels of performance should be the objective in both areas. However, the technological areas of Online Resources (63) and Technology (68) had significant drops in scores. Ease of submitting information to ED via the web is particularly problematic. In the area of Technology, Smaller Learning Communities/Fund for the Improvement of Education should focus on quality of assistance and the effectiveness of the automated reporting process.

Payments for Federal Property (Section 8002)

Satisfaction with Payments for Federal Property (65) was below the Department average. While Online Resources (76) is a strength relative to the Department average, and ED-funded Technical Assistance (83) received solid ratings, there are key driver areas which should be priorities for improvement. In particular, Documents (67) should be clearer, more relevant and more comprehensive. ED Staff should focus on being responsive and providing sufficient and accurate guidance.

Payments for Federally Connected Children (Section 8003)

Grantee satisfaction with Payments for Federally Connected Children (73) was a point above the Department average, with a one-point increase from last year. While Documents had a significant five-point drop with significant drops in scores for clarity, organization and relevance, OESE Technical Assistance was up two points and ED-funded Technical Assistance improved by nine points. In addition to addressing the lower scoring items mentioned in Documents, the program should focus on improvements in ED Staff/Coordination related to responsiveness and sufficiency of guidance, as well as consistency and collaboration with other programs.

Indian Education Formula Grants to Local Education Agencies

Grantees in the program remain highly satisfied (79) with no change from last year's CSI. The high-impact areas of Documents (79) and Technology (79) continue to score high relative to other programs despite dropping slightly from last year. The program should monitor these areas to ensure scores do not slip significantly. Online Resources (83) is a particular program strength with grantees finding submitting information via the web to be easy. ED Staff/Coordination (88) was also highly rated with knowledgeable staff providing accurate and responsive guidance.

High School Equivalency Program (HEP) - Migrant Education

HEP grantees were among those most satisfied (75) with the Department. Relative to other Department programs performance is strong in the key drivers of Documents (80) and Technology (75). HEP is effectively using technology to deliver its services. ED Staff/Coordination (84) is on par with the Department average with knowledge of policy a particularly high scoring attribute. Despite high ratings for Technology, Online Resources (61) appears to be an area of focus. In particular, HEP should focus on the ease of submitting information via the web. Usefulness of EMAPS for submitting the Annual Performance Report (52) was one of the program's lowest rated items.

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

Grantee satisfaction with the Migrant Education Program fell five points to 64. Online Resources (54) had a significant drop in score from last year, with ease of finding materials online 15 points lower. This area should be a priority. The high-impact area of Documents (74) provided relevant information but there may be an opportunity to improve comprehensiveness. In the area of Technology (67), target improving quality of assistance and effectiveness of the automated reporting process. ED Staff/Coordination (76) provides opportunities to improve in responsiveness to questions as well as consistency and collaboration with other programs.



Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program

Grantees are highly satisfied with the program (78). ED Staff/Coordination (93) and Ed-funded Technical Assistance (95) are particularly strong areas with both providing knowledgeable, highly responsive support. Scores in the high-impact area of Documents (84) indicates they are clear, well-organized and relevant to grantees. The OESE Technical Assistance (81) is effective and useful as a model. The area for improvement is with Online Resources (63). In particular, improving the ease of finding materials online is an opportunity to improve program satisfaction.

Neglected and Delinquent State and Local

Satisfaction with Neglected and Delinquent State and Local (72) is on par with the Department average. ED Staff/Coordination (88) and ED-funded Technical Assistance are program strengths. The OESE Technical Assistance (78) is effective. Documents (77) and Technology (71) were on par with the Department average. Given that both are high-impact areas focus on improving scores in these areas. In particular, reduction in paperwork and effectiveness of automated reporting are lower scoring attributes. Improving ease of finding materials online in the area of Online Resources (68) should also be a focus.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

Grantee satisfaction with Title I, Part A is down slightly (70) from last year with a three-point drop. Online Resources (56) had a significant drop from last year with ease of finding materials online scoring lowest. ED Staff/Coordination (86) remains a strength with the highest scoring attribute, knowledge of policy, improving significantly from last year. In the area of Technology (73), quality of assistance and effectiveness of automated process in reporting fell significantly and should be areas of focus. Documents (79) was a relatively strength for the program as well.

English Language Acquisition State Grants/Title III State Formula Grant Program

Satisfaction with the program fell one-point (68) and remains slightly below the Department average. ED Staff/Coordination (84) improved significantly from last year with highest ratings for knowledge of policy and responsiveness. The high-impact areas of Technology (73) and Documents (71) are also below the Department average and should be areas of focus. In particular, quality of assistance and effectiveness of automated process in reporting. Additionally, Online Resources (59) and particularly ease of finding materials on line should be targeted for improvement.

School Improvement Fund

Grantee satisfaction with School Improvement Fund (72) is on par with the Department average. ED Staff/Coordination (85) is a strength with highest ratings for policy knowledge and responsiveness as is ED-funded Technical Assistance (88) with highest ratings for responsiveness and collaboration with ED Staff. Online Resources (66) is an opportunity for improvement with ease of finding materials online the main issue in this area. The high-impact area of Documents (79) scores well, while Technology (68) should be a focus. Effectiveness of automated process in reporting and expected reduction of paperwork were rated lowest in that area.

Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants

This was the lowest rated program within the Department (50). OESE Technical Assistance (52), Documents (54), Technology (52) and Online Resources (58) all rated in the 50s. While these scores indicate there is opportunity to improve across multiple areas, EETT (Ed-Tech) should focus on improving the two highest impact areas of Technology and Documents as a first priority. Improve quality of assistance related to Technology and provide Documents that are clearer, comprehensive and relevant. Areas related to staff and technical assistance fare better. ED Staff/Coordination (73) was rated highly for policy knowledge and ED-funded Technical Assistance (75) scored highly for responsiveness.



Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) program

Grantee satisfaction with REAP SRSA (73) is one point above the Department average. ED Staff/Coordination (95) is rated as a great strength, while the high-impact areas of Technology (60) and Documents (70) should be areas of focus. For Technology, expected reduction of paperwork is an issue. Providing clearer, more relevant and detailed documents should also be a priority. Usefulness of OESE's Technical Assistance serving as a model is another opportunity to improve. Online Resources (74) are rated slightly above the Department average and should not be a priority for improvement at this time.

Comprehensive Regional Assistance Centers/Comprehensive Centers

Grantee satisfaction with Comprehensive Regional Assistance Centers/Comprehensive Centers (69) is just below the Department average. ED Staff/Coordination (91) and ED-funded Technical Assistance (90) are strengths of the program. The high-impact area of Documents (78) received a solid rating and Online Resources (72) was also basically on par with the Department average. Improvements in these areas will impact satisfaction. Technology (61) and in particular, effectiveness in using it to deliver services also should be a focus.

Rural Education Achievement Program (REAP)/Rural and Low Income School Program

Program satisfaction improved five points (77). ED Staff/Coordination (91) had a significant nine-point improvement with strong scores across all attributes. The high-impact area of Documents (84) had a significant six-point improvement. Rural Education Achievement Program (REAP)/Rural and Low Income School Program is performing well in Technology (78) and using it effectively in delivering services. OESE Technical Assistance (80) was effective. Overall the program should strive to maintain the performance gains that were made.

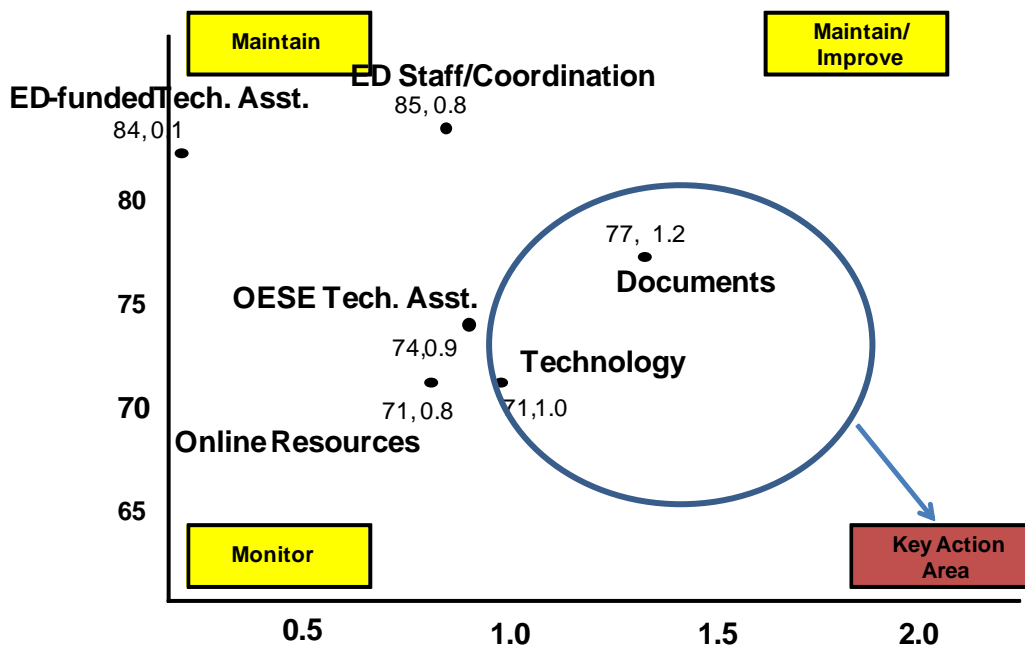


Summary and Recommendations

In 2011, the satisfaction with the Department remained unchanged (72). Given that 30 new programs were included in this year's measure the result of no change in score is somewhat unexpected. Regardless of which programs are included in the satisfaction measure, to improve satisfaction, focus on improving the higher-impact, lower-performing areas as first priorities.

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

Performance and Impact of Driver Areas



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

Circles and arrows indicate recommended action for each area based on score and impact values. For example, Documents (77, 1.2) should be a key action area. By improving the performance of Documents by five points (from 77 to 82) a 1.2-point gain in the customer satisfaction index (from 72 to 73.2) would be

Key Action Area

In the Results by Program write up of this report, key action areas are identified for each program. The following recommendations are based on aggregate level scores. The area of Documents continues to have the most impact on satisfaction. The score (77) remained unchanged from last year, performance in this area is good but there likely is an opportunity to improve. Additionally, organization of information had a significant two-point drop. Sufficiency of detail and comprehensiveness of Documents remain the lowest rated attributes in this area. Technology (71) has an impact of 1.0 and had a significant two-point



drop in score. Quality of assistance and effectiveness of automated process had five and six point drops, respectively. While the lower ratings may be more a function of having a different composition in programs than a decline in performance, these areas should be a focus to improve satisfaction.

Monitor

OESE Technical Assistance was also found to be a relatively strong driver of satisfaction for those grantees working with programs in the OESE Office with an impact just under 1.0. This score dropped two points from last year. Technical Assistance's effectiveness in helping grantees learn to implement programs slipped three points and should be monitored against further decline. There remains an opportunity to improve in OESE technical assistance serving as a model that can be replicated with subgrantees. Online Resources (71) remains among the lowest performing areas and ease of submitting information to ED via the web slipped five points from last year. For many programs improving ease of finding materials online should be a focus.

Maintain

The areas of ED Staff/Coordination and ED-funded Technical Assistance continue to be program strengths with ratings well into the 80s for both drivers. Most programs in the Department only need to maintain the current level of performance and support they provide grantees. Knowledge of legislation, regulations, policies and procedures, and accuracy of responses are particularly strong attributes for the staff. Consistency with ED staff from different program offices and collaboration with other programs and offices have both had significant improvements from last year. With an impact of 0.8, programs scoring in the 70s or lower should make improving the area of ED Staff/Coordination a priority.

In addition to the quantitative findings in this report, each program asked a series of custom questions to their grantees. Many of the responses were verbatim commentary. Reviewing the commentary in the Appendix D of this report will provide additional insight to the findings presented.

U.S. Department of Education Grantee Satisfaction Survey 2011

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 satisfaction with ED's products and services and about ways that we can improve our service to you.

CFI Group and the Department of Education will treat all information in a secure fashion and will only provide aggregate results to Department personnel. All information you provide will be combined with information from other respondents for research and reporting purposes. Your individual responses will not be released. This brief survey will take about 15 minutes of your time.

If you have any questions about this survey, please contact Jeanne Nathanson at Jeanne.Nathanson@ed.gov.

This interview is authorized by the U.S. Office of Management and Budget Control No. 1090-0007.

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

Program

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

Q1. PROGRAM ABOUT WHICH RESPONDENT WILL BE ANSWERING QUESTIONS:

1. Race to the Top
2. Race to the Top Assessment
3. State Fiscal Stabilization Fund
4. Education Jobs Fund
5. National Professional Development Program
6. Charter Schools Program (SEAs)
7. Investing in Innovation Program (i3)
8. Promise Neighborhoods Program
9. Transition to Teaching
10. TRIO: Student Support Services
11. TRIO: Talent Search
12. TRIO: Upward Bound
13. GEAR UP
14. FIPSE – Comprehensive
15. International: National Resources Centers
16. International: Undergraduate International Studies and Foreign Language
17. International: Centers for International Business Education
18. Physical Education Program (PEP)
19. Readiness and Emergency Management Service (REMS)
20. Safe Schools Healthy Students (SS/HS)
21. Lead Agency Early Intervention Coordinators
22. State Directors of Special Education
23. Adult Education and Family Literacy to the State Directors of Adult Ed

24. Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed
25. Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
26. 21st Century Community Learning Centers
27. Mathematics and Science Partnerships
28. Striving Readers
29. Improving Teacher Quality State Grants
30. Teacher Incentive Fund
31. Smaller Learning Communities/Fund for the Improvement of Education
32. Payments for Federal Property (Section 8002)
33. Payments for Federally Connected Children (Section 8003)
34. Indian Education Formula Grants to Local Education Agencies
35. High School Equivalency Program (HEP) - Migrant Education
36. Migrant Education Program (MEP) -- Title I, Part C
37. Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
38. Neglected and Delinquent State and Local
39. Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
40. English Language Acquisition State Grants/Title III State Formula Grant Program
41. School Improvement Fund
42. Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants
43. Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) program
44. Comprehensive Regional Assistance Centers/Comprehensive Centers
45. Rural Education Achievement Program (REAP)/Rural and Low Income School Program

When answering the survey, please only think about your interactions with **[ANSWER FROM Q1]**

ED Staff

[INTRO IF Q1=1-9; 18-45]

Please think about the interactions you have had with senior ED officers (e.g. the Director of the Office that administers this grant program) and/or other ED staff.

PLEASE NOTE: This does not include ED-funded technical assistance providers, such as regional labs, national associations, contractors, etc.

[INTRO IF Q1=10-17]

Please think about the interactions you have had with senior ED officers (e.g. the Director of the Office that administers this grant program) and/or other ED staff.

PLEASE NOTE: This does not include ED-funded technical assistance providers, such as regional labs, national associations, contractors – including those that service G5, e-Grants, grants.gov, the OPE Field Reader System, etc.

[Q2-8 ALL PROGRAMS]

On a scale from 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the senior ED officers’ and/or other ED staff’s:

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

- Q2. Knowledge of relevant legislation, regulations, policies, and procedures
- Q3. Responsiveness to your questions
- Q4. Accuracy of responses
- Q5. Sufficiency of legal guidance in responses
- Q6. Consistency of responses with ED staff from different program offices
- Q7. Collaboration with other ED programs or offices in providing relevant services

(Ask Q8 only if Q7 is rated <6)

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

ED-funded Technical Assistance

[ASK Q9a IF Q1=1-9; 18-45]

Q9a. Do you have interaction with ED-funded providers of technical assistance (e.g., regional labs, comprehensive centers, equity assistance centers, national associations, U.S. Department of Education-funded contractors, etc.) separate from ED staff?

1. Yes
2. No (SKIP TO Q17)
3. Don't know (SKIP TO Q17)

[ASK Q9b IF Q1=10-17]

Q9b. Do you have interaction with ED-funded providers of technical assistance (e.g., regional labs, comprehensive centers, equity assistance centers, national associations, U.S. Department of Education-funded contractors such as those that service G5, e-Grants, grants.gov, the OPE Field Reader System, etc.) separate from ED staff?

1. Yes
2. No (SKIP TO Q17)
3. Don't know (SKIP TO Q17)

[Q10-16 ALL PROGRAMS]

Please think about your interactions with ED-funded providers of technical assistance. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate their:

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

- Q10. Knowledge of relevant legislation, regulations, policies, and procedures
- Q11. Responsiveness to your questions
- Q12. Accuracy of responses
- Q13. Sufficiency of legal guidance in responses
- Q14. Consistency of responses with ED staff
- Q15. Collaboration with ED staff in providing relevant services
- Q16. Collaboration with other ED-funded providers of technical assistance in providing relevant services

[Q17-18 ALL PROGRAMS]

Online Resources

Please think about your experience using ED’s online resources. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the:

Q17. Ease of finding materials online

Q18. Ease of submitting information to ED via the Web (e.g., grant applications, annual reports, and accountability data)

[ASK Q18.1a-I, Q18.2a-I and Q18.3 IF Q1=10-17]

The following are online databases and Web sites that you may have used in your interactions with the Office of Postsecondary Education (OPE). Please rate your experience with each one that you have used on a scale from “1” to “10”, where “1” means “poor” and “10” means “excellent.”

If you have not used the resource, please select “N/A”.

Q18.1a. Field Reader System

Q18.1b. Grants.gov

Q18.1c. e-Grants

Q18.1d. G5

Q18.1e. FIPSE Online Database

Q18.1f. FIPSE Web Pages

Q18.1g. GEAR UP Database

Q18.1h. GEAR UP Web Pages

Q18.1i. IRIS (Used by International Programs – IFLE)

Q18.1j. IFLE Web Pages

Q18.1k. TRIO Online APR System

Q18.1l. TRIO Web Pages

How effective were contractors and/or staff in mitigating any problems you may have encountered with databases and Web sites?

Please rate your experience with each one that you have used on a scale from “1” to “10”, where “1” means “poor” and “10” means “excellent.”

If you have not used the resource, please select “N/A”.

Q18.2a. Field Reader System

Q18.2b. Grants.gov

Q18.2c. e-Grants

Q18.2d. G5

Q18.2e. FIPSE Online Database

Q18.2f. FIPSE Web Pages

Q18.2g. GEAR UP Database

Q18.2h. GEAR UP Web Pages

Q18.2i. IRIS (Used by International Programs – IFLE)

Q18.2j. IFLE Web Pages

Q18.2k. TRIO Online APR System

Q18.2l. TRIO Web Pages

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us to improve your experience with them. (Open end)

[Q19-20 ALL PROGRAMS]

Technology

Q19. Now think about how ED uses technology (e.g., conference calls, video-conferencing, Web conferencing, listservs) to deliver its services to you. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate ED’s effectiveness in using technology to deliver its services.

(Ask Q20 only if Q19 is rated<6)

Q20. Please describe how ED could better use technology to deliver its services.

[ASK Q21-23b ONLY IF Q1=1-9; 18-45]

Q21. Think about how ED is working with the states and LEAs to develop an automated process to share accountability information. Please rate the quality of this assistance from ED. Use a 10-point scale where “1” is “Poor” and “10” is “Excellent.”

Q22. How effective has this automated process been in improving your state/LEA reporting? Please use a 10-point scale where “1” is “Not very effective” and “10” is “Very effective.”

Q23a. What reporting system do you use for reporting accountability data?

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

Q23b. How much of a reduction in federal paperwork do you expect over the next few years because of ED’s initiative to promote the use of technology in reporting accountability data (e.g. EDEN/ED*Facts*)? Please use a 10-point scale where “1” is “Not very significant” and “10” is “Very significant.”

[ASK Q24-28 ONLY IF Q1=1-9; 18-45]

Documents

Think about the documents (e.g., publications, guidance, memoranda, and frequently asked questions) you receive from ED.

On a 10-point scale, where “1” is “Poor” and “10” is “Excellent, please rate the documents’:

Q24. Clarity

Q25. Organization of information

Q26. Sufficiency of detail to meet your program needs

Q27. Relevance to your areas of need

Q28. Comprehensiveness in addressing the scope of issues that you face

[ASK Q28.1a-I IF Q1=10-17]

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”.

Q28.1 Program Purpose

Q28.2 Program Priorities

Q28.3 Selection Criteria

Q28.4 Review Process

Q28.5 Budget Information and Forms

Q28.6 Deadline for Submission

Q28.7 Dollar Limit on Awards

Q28.8 Page Limitation Instructions

Q28.9 Formatting Instructions

Q28.10 Program Contact

[ASK Q29-32 ONLY TO ALL TO ALL OESE PROGRAMS Q1 = 26 – 45]

Q29. How effective have the Office of Elementary and Secondary Education’s (OESE’s) technical assistance services been in helping you learn to implement your OESE-funded grant programs? Please use a 10-point scale where “1” is “not very effective” and “10” is “very effective.”

Q30. How useful have OESE’s technical assistance services been in serving as a model that you can replicate with your subgrantees? Please use a 10-point scale where “1” is “not very useful” and “10” is “very useful.” If you do not have subgrantees or this does not apply, please select “not applicable.”

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program. (Open end)

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program. (Open end)

[Q33-Q38 ALL PROGRAMS]

ACSI Benchmark Questions

Now we are going to ask you to please consider ALL of ED's products and services and not only those we just asked about.

- Q33. Using a 10-point scale on which "1" means "Very Dissatisfied" and "10" means "Very Satisfied," how satisfied are you with ED's products and services?
- Q34. Now please rate the extent to which the products and services offered by ED 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."
- Q35. Now forget for a moment about the products and services offered by ED, and imagine the ideal products and services. How well do you think ED 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.

- Q36. Overall, when I think of all of ED's products and services, I am satisfied with their quality.
1. Strongly Agree
 2. Agree
 3. Disagree
 4. Strongly Disagree
 5. Does Not Apply

Closing

- Q37. In the past 6 months, have you issued a formal complaint to ED to express your dissatisfaction with the assistance you've received from an ED staff member?
1. Yes
 2. No

Q38. Finally, please describe how ED can improve its service to you.

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

NOTE: EACH RESPONDENT WILL ONLY RECEIVE 1 SET OF APPROXIMATELY 8-12 CUSTOM QUESTIONS CONCERNING THEIR PROGRAM

ONLY IF Q1= 1 Race to the Top, 2 Race to the Top Assessment, 3 State Fiscal Stabilization Fund or 4 Education Jobs Fund ASK 1-7 BELOW

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

1. Accessibility of the ISU staff.
2. Responsiveness of the ISU staff.
3. Your working relationship with the ISU staff.
4. The clarity of information provided by the ISU staff.
5. The usefulness of information provided by the ISU staff.
6. Through web-based and other means, the support provided to you by ISU staff in developing and implementing a high-quality program.
7. Please share any comments on how the ISU can better support your work.

ONLY IF Q1= 5 National Professional Development Program ASK 1-7 BELOW

Please rate the following using a 10-point scale where “1” means “not very useful” and “10” means “very useful.” If a question does not apply, please select “N/A”.

1. How useful were grantee meetings in providing you with information to carry out your grant?
2. How useful were application materials in assisting you in preparing an application?
3. How useful was the 2011 Webinar for prospective applicants in assisting you in preparing an application?

4. How timely is your NPD program specialist in responding to your inquiries? Please use a 10-point scale where “1” means “not very timely” and “10” means “very timely.”
5. How helpful is the technical assistance from your discretionary grant program specialist on grantee requirements? Please use a 10-point scale where “1” means “not very helpful” and “10” means “very helpful.”
6. How helpful is the NCELA website in assisting you and/or NPD participant students with resources related to English language learners? Please use a 10-point scale where “1” means “not very helpful” and “10” means “very helpful.”
7. What recommendations would you make for improving OELA’s technical assistance to or grantee meeting with NPD applicants? NPD grantees? (Open ended)

ONLY IF Q1= 6 Charter Schools Program (SEAs) ASK 1-10 BELOW

Please rate the Charter Schools Program (CSP) staff on the following three factors. Use a 10-point scale, where “1” means “poor” and “10” means “excellent.”

1. Ease of reaching the person who could address your concern
2. Timeliness of CSP staff response
3. Ability to resolve your issue

4. How would you describe your working relationship with the Charter Schools Program staff? Use a 10-point scale, where “1” means “poor” and “10” means “excellent.”

5. Please provide specific suggestions for how the Charter Schools Program staff can improve their working relationships with grantees and improve customer service. (Open end)

6. What additional service(s) could the Charter Schools Program provide that would help meet your technical assistance and program improvement needs? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)

7. How useful is the annual project directors meeting for Charter Schools Program State Education Agency grantees? Please rate the usefulness of the meeting on a 10-point scale, where “1” is “not very useful” and “10” is “very useful.”

8. What could the Charter Schools Program staff do to improve the annual project directors meeting for Charter Schools Program State Education Agency grantees? (open end)

If you were monitored by WestEd, the Charter Schools Program monitoring contractor, during the past 12 months, think about the federal monitoring process as it relates to your CSP grant. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective,” please rate the effectiveness of the federal monitoring process in:

9. Identifying and correcting compliance issues in your state

10. Helping you to improve program quality

ONLY IF Q1= 7 Investing in Innovation Program (i3) ASK 1-10 BELOW

Think about the technical support Program Officers from the Investing in Innovation (i3) Program provided you. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

1. Responsiveness to answering questions
2. Dissemination of accurate information
3. Dissemination of information in a timely manner
4. Supportiveness in helping you complete your required quarterly *ARRA* reporting
5. Supportiveness in helping you with the private sector match requirements
6. Added value of the monthly monitoring calls to your project
7. What can the i3 Team do over the next year to meet your technical assistance and program improvement needs? (Open end)

Think about the evaluation Technical Assistance provided by Abt Associates Inc. related to your independent project evaluation. In consultation with your independent evaluator, on a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate Abt’s:

8. Responsiveness to answering questions
9. Support to positively impact on your project’s evaluation design and performance objectives
10. What can Abt do over the next year to help you improve your project’s performance results? (Open end)

ONLY IF Q1=8 Promise Neighborhoods Program ASK 1-14 BELOW

1. Does ED staff do a good job in communicating their expectations of grantees?
 1. Yes
 2. No
2. How useful is ED staff technical assistance as a model for your program? Please use a 10-point scale where "1" is "not very useful" and "10" means "very useful".
3. Which best describes how often you interact with ED staff?
 1. Daily
 2. Weekly
 3. Monthly
 4. A few times a year
 5. Once a year or less
4. About which topics or purposes do you most often contact ED staff? (Open end)
5. Is technical assistance customer-focused and responsive to your needs?
 1. Yes
 2. No
6. How useful are webinars as a format for providing technical assistance? Please use a 10-point scale where "1" is "not very useful" and "10" means "very useful".
7. What additional formats would you prefer technical assistance be provided? (Open end)
8. How useful was the Promise Neighborhoods (PN) New Grantee Meeting in November 2010? Please use a 10-point scale where "1" is "not very useful" and "10" means "very useful".
9. How useful are quarterly calls with PN staff? Please use a 10-point scale where "1" is "not very useful" and "10" means "very useful".
10. What additional topics would you like to have discussed during meetings and conferences, either in-person or by phone? (Open end)
11. What could PN do to improve the structure of meetings and conferences, either in-person or by phone? (Open end)
12. How useful is the PN information you receive from ED? Please use a 10-point scale where "1" is "not very useful" and "10" means "very useful".
13. Share your suggestions on technical assistance topics that would be most helpful in implementing or managing your project? (Open end)
14. What type of additional information would you like to receive from the PN staff or office? (Open end)

ONLY IF Q1=9 Transition to Teaching ASK 1-15 BELOW

Think about the one-on-one consultations you have had with program officers. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the one-on-one consultations in ...

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

1. Providing you with an interpretation of the Transition to Teaching (TTT) Authorizing Legislation
2. Assisting you with completing your Annual Performance Reports
3. Assisting you with completing your Interim Evaluation Report
4. (If applicable), assisting you with completing your Interim Online Survey
5. (If applicable), assisting you with completing your Final Evaluation Report
6. (If applicable), assisting you with completing your Final Online Survey
7. Providing you with targeted assistance and support to better meet your project’s goals and objectives
8. What can TTT do over the next year to meet your project’s technical assistance and program improvement needs?

Think about your experience completing and submitting Annual Performance Reports. On a 10-point scale, where “1” is “Not very user-friendly” and “10” is “Very user-friendly,” please rate the user-friendliness of the APR and Data Verification documents in ...

9. Reporting GPRA measures and project specific objectives using the ED 524B form
10. Reporting budgetary information using the ED 524 Budget Summary form
11. Verifying previously reported data using the Data Verification Sheet

Think about your experiences seeking information at the TTT website (<http://www2.ed.gov/programs/transitionteach/index.html>). On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the Web site in...

12. Providing you with the information needed to inform your work and better understand the program
13. What can TTT do over the next year to improve the TTT website to better meet your needs? (Open end)

Think about your experiences receiving information from the TTT listserv. On a 10-point scale, where “1” is “Not very useful” and “10” is “Very useful,” please rate the usefulness of the information shared through the TTT listserv in ...

14. Providing you with information that is relevant and useful to meeting your project’s goals and objectives
15. Informing you of recent developments in the area of Teacher Quality

ONLY IF Q1= 10 TRIO: Student Support Service (SSS) ASK 1-10 BELOW

In interacting with the U.S. Department of Education (ED) Student Support Services (SSS) program specialist responsible for overseeing your grant, please indicate whether service/support in the following areas.

- (1) Exceeds expectations – provides greater than anticipated levels of support
 - (2) Meets expectations – provides anticipated levels of support
 - (3) Does not meet expectations – provides lower than anticipated levels of support
- If a service area does not apply, please select “N/A”.

1. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA
2. Responsiveness to your inquiries (by email, telephone, letter, etc.)
3. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal SSS program issues
4. Ability to interpret legislation and regulations, specifically, on the administration (including calculation of correct institutional match, if applicable) and assistance with procedures for distribution of grant aid monies
5. Knowledge of the SSS annual performance report and ability to assist with questions about the completion and submission of the report
6. Ability to conduct the post-award conference in a competent and collegial manner
7. Providing a successful resolution of program and other issues encountered during and after the post-award conference
8. Processing of administrative action requests, including change in key personnel and budget revisions, within 30 days
9. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference
10. Please provide any additional comments on your assigned SSS program specialist. (Open end)

ONLY IF Q1= 11 TRIO: Talent Search ASK 1-7 BELOW

In interacting with the U.S. Department of Education (ED) Student Talent Search (TS) program specialist responsible for overseeing your grant, please indicate whether service/support in the following areas.

- (1) Exceeds expectations – provides greater than anticipated levels of support
- (2) Meets expectations – provides anticipated levels of support
- (3) Does not meet expectations – provides lower than anticipated levels of support

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

1. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA
2. Responsiveness to your inquiries (by email, telephone, letter, etc.)
3. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal programmatic issues
4. Knowledge of the annual performance report and ability to assist with questions about the completion and submission of the report
5. Processing of administrative action requests, including change in key personnel and budget revisions, within 30 days.
6. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference
7. Please provide any additional comments on the Talent Search program specialist who worked with you. (Open end)

ONLY IF Q1= 12 TRIO: Upward Bound ASK 1-7 BELOW

In interacting with the U.S. Department of Education (ED) Upward Bound (UB) program specialist responsible for overseeing your grant, please indicate whether service/support in the following areas.

- (1) Exceeds expectations – provides greater than anticipated levels of support
- (2) Meets expectations – provides anticipated levels of support
- (3) Does not meet expectations – provides lower than anticipated levels of support

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

1. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA
2. Responsiveness to your inquiries (by email, telephone, letter, etc.)
3. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal programmatic issues
4. Knowledge of the annual performance report and ability to assist with questions about the completion and submission of the report
5. Processing of administrative action requests, including change in key personnel and budget revisions, within 30 days.
6. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference
7. Please provide any additional comments on the Upward Bound program specialist who worked with you. (Open end)

ONLY IF Q1= 13 GEAR UP ASK 1-4 BELOW

In interacting with the U.S. Department of Education (ED) GEAR UP program specialist responsible for overseeing your grant, please indicate whether service/support in the following areas.

- (1) Exceeds expectations – provides greater than anticipated levels of support
- (2) Meets expectations – provides anticipated levels of support
- (3) Does not meet expectations – provides lower than anticipated levels of support

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

- 1. Your working relationship with GEAR UP program staff
- 2. The level of accessibility you have to GEAR UP program staff
- 3. The responsiveness of the GEAR UP program staff to your inquiries
- 4. The quality of information or feedback received from GEAR UP program staff over the next year

ONLY IF Q1= 14 FIPSE - COMPREHENSIVE ASK 1-14 BELOW

1. In the course of preparing your successful application to FIPSE, which of the following did you do?
(Please check all that apply.)

1. I read the guidelines.
2. I consulted with a FIPSE program officer by e-mail.
3. I consulted with a FIPSE program officer over the telephone.
4. I met with a FIPSE program officer in person.
5. I consulted with prior FIPSE grantees.
6. I consulted with faculty at my institution regarding the purpose and/or design of the project.
7. I consulted with administrators at my institution regarding the purpose and/or design of the project.
8. I consulted with leadership at my institution regarding the purpose and/or design of the project.
9. I consulted the FIPSE Web site for information on past awards.
10. I consulted the FIPSE database for information on past awards.
11. I conducted a literature review to see if my project would be considered innovative.
12. I asked a colleague to review and give me feedback on my grant proposal before I submitted it.
13. I reviewed the readers' comments from a previously unsuccessful application.
14. Other (please specify)

2. Please react to the following statement: "The program specific guidelines were clear and helpful." Use a 10-point scale, where "1" means "strongly disagree" and "10" means "strongly agree."

During the past year, how would you characterize the quality of the information and/or feedback that you've received from FIPSE staff in the following areas? Please use the following answer categories:

1. Exceeds expectations – provides greater than anticipated levels of support
2. Meets expectations – provides anticipated levels of support
3. Does not meet expectations – provides lower than anticipated levels of support
4. It is not useful – provides no support

If you did not receive information or feedback in an area please select "N/A".

3. Compliance Issues
4. Fiscal Issues
5. Grant Management Issues
6. Evaluation Issues
7. No-cost Extensions
8. Annual Report
9. Final Report
10. Project Directors' Meeting

Please think about the outside evaluator that you hired to advise you on your FIPSE Comprehensive Grant. Please rate the usefulness of evaluator's advice on the following using a 10-point scale with "1" being "Not very useful" and "10" being "Very useful." If you did not receive advice in an area please select "N/A".

11. Advice on Evaluation Design
12. Advice on Data Collection
13. Data-driven Feedback to Help You Fine-tune the Project
14. Overall

ONLY IF Q1= 15 International: National Resources Centers (84.015A) ASK 1-14 BELOW

In considering the support you have received from the U.S. Department of Education (ED) National Resource Center (NRC) program staff, please indicate whether service/support in the following areas...

1. Exceeds expectations—provides greater than anticipated levels of support
2. Meets expectations—provides anticipated levels of support
3. Does not meet expectations—provides lower than anticipated levels of support

If Not applicable—services not requested, please select “N/A”

1. Timeliness to answering questions
2. Knowledge of relevant legislation, regulations, policies and procedures
3. Ability to resolve your issue
4. Use of clear and concise written and verbal communication
5. Providing reliable and accurate technical assistance
6. International Resource Information System (IRIS) System Help Desk response
7. IRIS System User Manuals
8. IRIS Frequently Asked Questions
9. Have you utilized the NRC performance data that is publically available on the IRIS website (<https://iris.ed.gov>)?
 1. Yes
 2. No

(If Q 9 = yes, ask Q10: If Q9 = No, skip to Q11)

10. If yes, the quality of the data ...
 1. Exceeds expectations—provides greater than anticipated levels of support
 2. Meets expectations—provides anticipated levels of support
 3. Does not meet expectations—provides lower than anticipated levels of support
 4. Is not useful—provides no support
 11. Please address the following items regarding the Program Administrative Manuel (PAM): Usefulness of document, clarity of information provided for NRC project administration, relevance to all prospective users (directors, administrators, fiscal offers), and describe any other information you would like to see explained in the PAM. (Open end)
 12. What additional service could the program provide that would help you? (Check all that apply)
 1. Post more information online
 2. Post sample applications online
 3. Post frequently asked questions online
 4. Offer webinars with technical assistance on program requirements
 5. Offer webinars on reporting through IRIS
 6. Share more program performance data from other centers
 7. Other [Please specify]
 13. Are the NRC selection criteria still relevant for identifying centers that strengthen U.S. capacity for language, area and international studies training?
 1. Yes
 2. No
- (IF Q13 = NO, ask Q 14).

14. Please list suggestions for future selection criteria (Open end).

ONLY IF Q1= 16 International: Undergraduate International Studies and Foreign Language (84.016A) ASK 1-12 BELOW

In considering the support you have received from the U.S. Department of Education (ED) Undergraduate International Studies and Foreign Language (UISFL) program staff, please indicate whether service/support in the following areas...

1. Exceeds expectations—provides greater than anticipated levels of support
2. Meets expectations—provides anticipated levels of support
3. Does not meet expectations—provides lower than anticipated levels of support

If Not applicable—services not requested, please select “N/A”

1. Timeliness to answering questions
2. Knowledge of relevant legislation, regulations, policies and procedures
3. Ability to resolve your issue
4. Use of clear and concise written and verbal communication
5. Providing reliable and accurate technical assistance
6. Usefulness of documents in the award package – “Congratulatory Memo”, “How to Administer Your UISFL Grant”, “Expanded Authorities” and “Reviewers’ Comments” for UISFL project administration.
7. What additional services could the program provide that would help you? (check all that apply)
 1. Post more information online
 2. Post sample applications online
 3. Post frequently asked questions online
 4. Offer webinars with technical assistance on program requirements
 5. Offer webinars on reporting through IRIS (International Resource Information System)
 6. Other [Specify]

Please note the extent to which the following:

1. Exceeds expectations – provides greater than anticipated levels of support
2. Meets expectations – provides anticipated levels of support
3. Does not meet expectations – provides lower than anticipated levels of support
4. Is not useful – provides no support

8. IRIS Help Desk
9. IRIS User Manuals

10. How relevant are the UISFL IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of the project? [Open end]

11. How useful is the annual project directors’ meeting? Why? [Open end]

12. Why is UISFL funding so important to the internationalization of your undergraduate program? [Open end]

ONLY IF Q1= 17 International: Centers for International Business Education ASK 1-13 BELOW

In considering the support you have received from the U.S. Department of Education (ED) CIBE staff responsible for overseeing your grant, please indicate whether service/support in the following areas...

1. Exceeds expectations—provides greater than anticipated levels of support
2. Meets expectations—provides anticipated levels of support
3. Does not meet expectations—provides lower than anticipated levels of support

If Not applicable—services not requested, please select “N/A”

1. Timeliness to answering questions
2. Knowledge of relevant legislation, regulations, policies and procedures
3. Ability to resolve your issue
4. Use of clear and concise written and verbal communication
5. Providing reliable and accurate technical assistance
6. International Resource Information System (IRIS) Help Desk response
7. IRIS System User Manuals
8. IRIS Frequently Asked Questions

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

(If Q 9 = yes, ask Q10: If Q9 = No, skip to Q11)

10. If yes, the quality of the data ...
 1. Exceeds expectations—provides greater than anticipated levels of support
 2. Meets expectations—provides anticipated levels of support
 3. Does not meet expectations—provides lower than anticipated levels of support
 4. Is not useful—provides no support

11. What additional service could the program provide that would help you? (Check all that apply)
 1. Post more information online
 2. Post sample applications online
 3. Post frequently asked questions online
 4. Offer webinars with technical assistance on program requirements
 5. Offer webinars on reporting through IRIS
 6. Share more program performance data from other centers
 7. Other [please specify]

12. Are the CIBE selection criteria still relevant for identifying schools of business that strengthen curriculum development, research, and training on issues of importance to U.S. trade and competitiveness?
 1. Yes
 2. No

(If Q12=No, ask Q 13)

13. Please list suggestions for future selection criteria. (Open end)

ONLY IF Q1= 18 Physical Education Program (PEP) ASK 1-10 BELOW

Think about the one-on-one communications (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 FPO's:

1. Responsiveness to questions about PEP program requirements
2. Responsiveness to questions about applicable Department of Education (EDGAR) and other Federal regulations
3. Timeliness in returning phone calls and responding to emails
4. Effectiveness in providing technical assistance or instructions regarding annual performance reports
5. Effectiveness in providing technical assistance or guidance regarding budget development, revisions, and reporting
6. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Think about the written guidance, meetings, webinars, conference calls, and presentations from the PEP Federal Team. On a 10-point scale, where "1" is "Not Very Effective" and "10" is "Very Effective," please rate the following:

7. Instructions and guidance regarding GPRA data collection and reporting
8. Relevance and usefulness to your program and program activities
9. Relevance and usefulness to your program's sustainability
10. How important is it that your Federal Project Officer conducts a site visit of your program to observe grant activities and monitor grant compliance and progress. Please base your response on a 10-point scale, where "1" is, "Not Very Important" and "10" is "Very Important."

ONLY IF Q1= 19 Readiness and Emergency Management Service (REMS) ASK 1-10 BELOW

Think about the one-on-one communications (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 FPO's:

1. Knowledge of relevant regulations, policies, and procedures
2. Timely responsiveness to your questions (e.g., within 30 days)
3. Accuracy of responses
4. Helping you to improve performance results
5. Quality of documents (e.g., publications, listserv messages, guidance, memoranda) you receive from ED.
6. Do you have interaction with ED-funded providers of technical assistance (i.e., REMS Technical Assistance Center and/or American Clearinghouse for Educational Facilities)?
 1. Yes (CONTINUE TO Q7)
 2. No (SKIP TO END)

Please think about your interactions with ED-funded providers of technical assistance. On a 10-point scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate them on the following:

7. Responsiveness to your questions
8. Accuracy of responses
9. Ease of finding materials on their Web sites
10. Quality and usefulness of materials on their Web sites

ONLY IF Q1= 20 Safe Schools Healthy Students (SS/HS) ASK 1-10 BELOW

Think about the one-on-one communications (via phone or email) with your Federal Project Officer (FPO). On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate your FPO’s:

1. Responsiveness to answering questions about Safe Schools Healthy Students (SS/HS) program requirements and applicable Education Department General Administrative Regulations (EDGAR) and other federal regulations
2. Timeliness in returning phone calls and responding to emails
3. Usefulness of feedback on annual performance reports

Think about the written guidance, webinars, and presentations from the SS/HS Federal Team. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective,” please rate the following:

4. Instructions regarding annual performance reports
5. Guidance regarding budget development, tracking, and reporting
6. If your Federal Project Officer has conducted a site visit for the purpose of monitoring grant compliance and progress, think about the site visit outcome and how it contributed to program or grant administration improvement. On a 10-point scale, where “1” is, “did not contribute to improvement” and “10” is “contributed a great deal to improvement,” please rate how much the site visit contributed to program or grant administration improvement.
7. Is your Federal Project Officer a Department of Education employee?
 1. Yes
 2. No

Think about the technical assistance you receive from the SS/HS TA providers. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective,” please rate how effectively the following technical assistance providers addressed the needs of your SS/HS project:

8. The National Center
9. The Communications Group
10. Think about the guidance and assistance received by the National Evaluation Team related to submitting data for the SS/HS National Evaluation (this includes GPRA data). On a 10-point scale, where “1” is “Not Very Useful” and “10” is “Very Useful,” please rate the usefulness of the guidance and assistance.

ONLY IF Q1= 21 Lead Agency Early Intervention Coordinators ASK 1-8 BELOW

Think about the technical support provided by State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's:

1. Responsiveness to answering questions
2. Supportiveness in helping you complete your state's federally required performance plans, reports and applications
3. Accuracy of information
4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the centers':

5. Responsiveness to answering questions
6. Usefulness of information
7. Support to positively impact on your State's SPP improvement targets
8. What technical assistance can OSEP provide over the next year to meet your state's program improvement needs? (Open end)

ONLY IF Q1= 22 State Directors of Special Education ASK 1-8 BELOW

Think about the technical support State Contacts from the Monitoring and State Improvement Planning Division of the Office of Special Education Programs provided. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the staff's:

1. Responsiveness to answering questions
2. Supportiveness in helping you complete your state's federally required performance plans, reports and applications
3. Accuracy of information
4. Dissemination of information in a timely manner

Think about the Technical Assistance and Dissemination Centers from OSEP. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the centers':

5. Responsiveness to answering questions
6. Usefulness of information
7. Support to positively impact on your State's SPP improvement targets
8. What technical assistance can OSEP provide over the next year to meet your state's program improvement needs? (Open end)

ONLY IF Q1= 23 Adult Education and Family Literacy to the State Directors of Adult Ed ASK 1-12 BELOW

1. Think about the National Reporting System as a way to report your state's performance data to OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the NRS's ease of reporting using the NRS Web-based system.
2. Think about the training offered by OVAE through its contract to support the National Reporting System (NRS). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

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

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

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

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

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

10. Usefulness of the products in helping your state meet AEFLA program priorities.
11. How well 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."
12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs? (Open end)

ONLY IF Q1= 24 Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed ASK 1-9 BELOW

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

1. User-friendliness
2. Compatibility with state reporting systems

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

3. Identifying and correcting compliance issues in your state
4. Helping you to improve program quality
5. Think about the national leadership conferences and institutes offered by OVAE last year (i.e., NASDCTE/OVAE Joint Spring Leadership Meeting in Washington, DC; Rigorous Programs of Study Grantee Meeting in Washington, DC; Quarterly State Director's Webinars). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the effectiveness of these sessions on helping you to improve the quality of your career and technical education programs and accountability systems.
6. Think about the Perkins Collaborative Resource Network (PCRN) administered by OVAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate PCRN's usefulness to your program.

If you used the state plan submission database last year, think about this process as a way of submitting your five-year state plan to OVAE. (If you did not use the state plan submission database please select "N/A.") On a 10 point scale, where "1" is Poor" and "10" is Excellent," please rate the database on its:

7. User-friendliness
8. Compatibility with state reporting systems
9. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs? (Open end)

ONLY IF Q1= 25 Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

Please use a 10-point, where “1” means “poor” and “10” means “excellent” to rate the Risk Management Service Management Improvement Team (RMS/MIT) staff on the following...

1. Accessibility of the RMS/MIT staff
2. General responsiveness of the RMS/MIT staff
3. Your working relationship with RMS/MIT staff
4. If your State received a site visit by the RMS/MIT in fiscal year 2011 (which started October 1, 2010), please rate the usefulness of the technical assistance provided. Use a 10-point scale, where “1” means “not very useful” and “10” means “very useful”. If you were not visited, please select “N/A”.
5. Overall, how would you rate the customer service you have received from the RMS/MIT in the past year? Please use a 10-point scale, where “1” means “poor” and “10” means “excellent”.
6. Now, how would you rate the customer service you have received from the RMS/MIT in the past three years? Please use a 10-point scale, where “1” means “poor” and “10” means “excellent”. If this question does not apply, please select “N/A”.
7. How has your understanding of internal controls and enterprise risk management increased as a result of working with members of the Department’s Risk Management Service Management Improvement Team (RMS/MIT)? (open-ended)
8. Are there any instances where the RMS/MIT has NOT been helpful? If so, please explain. (open-ended)

To what extent has your work with RMS/MIT positively impacted the following ...

Please use a 10-point scale where “1” means “not very much” and “10” means “very much.”

9. Grants administration and fiscal management of Federal financial assistance at the State-level
10. Grants administration and fiscal management of Federal financial assistance at the Local-level (sub-recipients)
11. What can the RMS/MIT do over the next year to help your State or LEAs/school districts improve its fiscal management and grants administration? (open-ended)

ONLY IF Q1= 26 21st Century Community Learning Centers ASK 1-9 BELOW

1. We are specifically contacting two types of SEA State 21st CCLC coordinators: new 21st CCLC coordinators (less than 18 months in the position), and SEA State 21st CCLC coordinators with more than 18 months of experience in the position.

Please indicate if you are the following:

1. A new 21st CCLC SEA State coordinator (less than 18 months in the position)
 2. A new SEA State 21st CCLC coordinators with more than 18 months of experience in the position.
2. Have you or any of the 21st CCLC State staff, received technical assistance or individualized support during the past year?
 1. Yes
 2. No

IF 2=1 YES ASK 3

3. Where and how the technical assistance or support take place? (Select all that apply)
 1. Project Directors' meeting sponsored by the Education Department
 2. Conference call/email exchange with your Project Officer
 3. Project Officer
 4. Other Program (or other Department) staff site visit
 5. Monitoring contractor (Please specify)
 6. National association meeting (Please specify)
 7. Other (Please specify)
4. How would you rate the quality of the technical assistance you received? Please use a 10-point scale where "1" means "poor" and "10" means "excellent".
5. Please name the area(s) that the technical assistance or individualized support received helped you improve. (Open end)
6. Describe any concerns about the quality of the technical assistance received by your program officer. (Open end)
7. Did you receive timely and accurate feedback from your current Program Officer?
 1. Yes
 2. No
8. How would you rate your current Program Officer's knowledge of applicable statutes, regulations, and policies? Please use a 10-point scale where "1" is "not very knowledgeable" and "10" is "very knowledgeable."
9. How would you rate your current Program Officer's knowledge of grant fiscal matters? Please use a 10-point scale where "1" is "not very knowledgeable" and "10" is "very knowledgeable."

ONLY IF Q1= 27 Mathematics and Science Partnerships ASK 1-10 BELOW

1. Please rate the responsiveness of the U.S. Department of Education staff. Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
2. Please rate the knowledge of the U.S. Department of Education staff on math and science issues and on program administration issues as they assist the states. Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
3. How helpful are the annual meetings for MSP state coordinators and project directors? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
4. How helpful is the information on the MSP website? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
5. How easy to navigate is the MSP website? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.”
6. How helpful is the information on the web-based annual performance report? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
7. How easy to navigate is the web-based annual performance report process? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.”
8. Do you have suggestions for improving the annual performance report process? (Open-ended)
9. How helpful and knowledgeable is the contractor support for the program? Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”
10. What can OESE do in the next year to support the states more effectively? (Open-ended)

ONLY IF Q1= 28 Striving Readers ASK 1-14 BELOW

1. Please indicate your role.
 1. Project Director (ASK Q9-14)
 2. Evaluator (ASK Q2-9)

Think about the evaluation technical assistance provided by Abt Associates, the contractor overseen by the Department's Institute of Education Sciences (IES). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the contractor's:

2. Technical assistance on the design of your study
3. Technical assistance on your analyses of impact and implementation data
4. Written guidance and input on evaluation report preparation
5. Technical assistance provided through annual Striving Readers meetings
6. Overall helpfulness with solving evaluation challenges and issues
7. Assistance in communicating with ED and grantee staff when appropriate
8. Overall helpfulness in building your organization's capacity to do high-quality impact and implementation studies
9. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," how would you rate the extent to which Department of Education Program Officers, IES staff, and Abt Associates coordinated their efforts?

On a 10-point scale where "1" is "poor" and "10" is "excellent", please rate the Department of Education Program Staff Skills, Knowledge and Responsiveness in the following areas:

10. Resolution of problems by your current Program Officer
11. Timeliness of response to questions or requests by your current Program Officer
12. Current Program Officer's knowledge of applicable statutes, regulations, and policies
13. Current Program Officer's knowledge of relevant program content.
14. Current Program Officer's knowledge of program evaluation issues

ONLY IF Q1= 29 Improving Teacher Quality State Grants ASK 1-7 BELOW

1. Please rate the accessibility of the U.S. Department of Education Title II, Part A program staff. Use a scale from “1” to “10”, where “1” means “poor” and “10” means “excellent.”
2. Please rate the responsiveness of the U.S. Department of Education Title II, Part A program staff. Use a scale from “1” to “10”, where “1” means “poor” and “10” means “excellent.”
3. How would you describe your working relationship with ED’s Title II, Part A program staff? (Open end)
4. How useful is the annual meeting for Title II, Part A grantees? Please rate the usefulness of the meeting on a scale from “1” to “10”, where “1” is “not very useful” and “10” is “very useful.”
5. What could the Department of Education do to improve the annual meeting for Title II, Part A grantees? (Open end)

If your State received a Title II, Part A /HQT monitoring visit during the past year, please answer the following questions.

6. How useful was the technical assistance provided during the monitoring visit? Please rate the usefulness of the technical assistance on a scale from “1” to “10”, where “1” is “not very useful” and “10” is “very useful.”
7. How informative was the visit in terms of establishing and explaining compliance requirements? Please rate the visit on a scale from “1” to “10”, where “1” is “not very informative” and “10” is “very informative.”

ONLY IF Q1= 30 Teacher Incentive Fund ASK 1-12 BELOW

Think about your experience preparing and submitting your most recent Teacher Incentive Fund (TIF) application.

1. Did you use the written instruction and guidance documents provided for the application?
 1. Yes
 2. No (SKIP TO Q3)
2. On a scale from "1" to "10", where "1" is "not very effective" and "10" is "very effective" rate the effectiveness of the documents in helping you complete the application.
3. Did you contact the TIF program office for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)

On a scale from "1" to 10, where 1 is "poor" and 10 is "excellent"; rate the TIF program staff's:

4. Responsiveness to answering questions
5. Supportiveness in helping you complete your application
6. Knowledge about technical material
7. How would you rate the overall experience of preparing and submitting the TIF application? Please use a scale from "1" to "10", where "1" is "poor" and "10" is "excellent."
8. Do you have any suggestions for improving the e-application? (Open end)

Think about your contacts with the TIF Program over the past year that did not involve technical assistance. If you have not contacted the TIF Program for a reason other than technical assistance during that time please answer not applicable.

Please rate the Teacher Incentive Fund Program staff on the following. Use a scale from "1" to "10", where "1" means "poor" and "10" means "excellent."

9. Ease of reaching the person who could address your concern
10. Ability to resolve your issue
11. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)
12. Please provide specific suggestions for how the TIF program can improve customer service. (Open end)

**ONLY IF Q1= 31 Smaller Learning Communities/Fund for the Improvement of Education ASK 1-14
BELOW**

Please rate your Program Officer on the following. Use a scale from “1”to “10”, where “1” means “poor” and “10” means “excellent.”

1. Timeliness of responses to your requests by your current Program Officer
2. Resolution of problems by your current Program Officer
3. Current Program Officer’s knowledge of applicable statutes, regulations, and policies
4. Current Program Officer’s knowledge of relevant program content

5. Have you attended one or more national meetings sponsored by the SLC program, such as annual project director meetings?
 1. Yes (Proceed to Q6)
 2. No (Skip to Q9)
 3. Don’t Know (Skip to Q9)

On a 10-point scale, where “1” is “Poor” and “10” is “Excellent”, please rate the information provided at these meetings on the following:

6. Being up-to-date
7. Relevance of information
8. Usefulness to you in managing and implementing your project

The SLC program requires grantees to collect and submit data on the percentage of high school graduates who enroll in postsecondary education. Using a rating scale from “1” to “10”, with “1” being “low need” and “10” being “high need,” please rate your need for technical assistance with the following activities:

9. Identifying sources of valid and reliable postsecondary placement data
10. Using postsecondary data to inform and guide your high school reform efforts
11. Communicating the implications of the postsecondary data to administrators, teachers, and the community
12. Building the capacity of your school leaders to analyze and use postsecondary data
13. Building the capacity of your teachers to analyze and use postsecondary data

14. The SLC program is planning the areas in which it will focus its technical assistance efforts. Please share your suggestions on technical assistance topics that would be most helpful in implementing and/or managing your project. (Open end)

ONLY IF Q1= 32 Payments for Federal Property (Section 8002) ASK 1-10 BELOW

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

1. Did you use the written instruction and guidance documents provided for the application?
 1. Yes
 2. No (SKIP TO Q3)
2. On a scale from "1" to "10", where "1" is "not very effective" and "10" is "very effective" rate the effectiveness of the documents in helping you complete the application.
3. Did you contact the Impact Aid Program for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)

On a scale of "1" to "10", where "1" is "poor" and "10" is "excellent"; rate the Impact Aid Program staff's:

4. Responsiveness to answering questions
5. Supportiveness in helping you complete your application
6. Knowledge about technical material
7. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 8002 program, application submission, or the review process?
 1. Yes
 2. No (SKIP TO Q9)
8. Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
 1. Yes
 2. No (ASK Q8a)
- 8a. Please explain. (Open end)
9. How was the quality of the interaction with Impact Aid program staff members during the review process? Please use a scale from "1" to "10", where "1" is "poor" and "10" is "excellent."
10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

ONLY IF Q1= 33 Payments for Federally Connected Children (Section 8003) ASK 1-17 BELOW

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

1. Did you use the written instruction and guidance documents provided for the application?
 1. Yes
 2. No (SKIP TO Q3)
2. On a scale from “1” to “10”, where “1” is “not very effective” and “10” is “very effective” rate the effectiveness of the documents in helping you complete the application.
3. Did you contact the Impact Aid Program for technical assistance?
 1. Yes
 2. No (SKIP TO Q5)
4. On a scale of “1” to “10”, where “1” is “poor” and “10” is “excellent”; rate the Impact Aid Program staff’s performance in answering your questions and helping you to complete your application.
5. Did you contact the G5 Helpdesk for technical assistance?
 1. Yes
 2. No (SKIP TO Q7)
6. On a scale of “1” to “10”, where “1” is “poor” and “10” is “excellent”; rate the G5 Helpdesk’s performance in resolving your problem.
7. Have you participated in any Webinars or meetings where IAP staff provided you information on the Section 8003 program and the review process?
 1. Yes
 2. No (SKIP TO Q10)
8. Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?
 1. Yes
 2. No (ASK Q9)
9. Please explain. (Open end)
10. Has your school district been contacted by the Impact Aid Program in the past year regarding a monitoring or field review of your application?
 1. Yes
 2. No (SKIP TO Q13)
11. Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?
 1. Yes
 2. No (ASK Q12)
12. Please explain. (Open end)
13. Did you receive timely communications regarding the outcome of the review?
 1. Yes
 2. No (Ask Q14)
14. Please explain. (Open end)

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

15. Ease of reaching the person who could address your concern
16. Ability to resolve your issue
17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

ONLY IF Q1= 34 Indian Education Formula Grants to Local Education Agencies ASK 1-13 BELOW

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

1. Helping you with your implementation of Title VII Formula grant program in your State/LEA
2. Responsiveness to answering questions and/or information requests
3. Disseminating accurate information
4. Timeliness of providing information to meet your application deadlines
5. Think about the guidance documents (E.g. Getting Started; Frequently Asked Questions; Additional Program Assurances, Web Sites) provided by OIE program office. On a 10-point scale, where “1” is “Not very useful” and “10” is “Very useful”; please rate the usefulness of the information in the guidance documents.
6. Think about your working relationship with the Title VII, Office of Indian Education program office. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective”, please rate the effectiveness of this relationship.

Think about the process for 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:

7. Ease of using system in applying for a grant
8. Disseminating information in a timely manner
9. Training provided on the EASIE system and grant application process
10. Overall user-friendliness of the EASIE application system

Think about the support and technical assistance provided by OIE during grant application process.

11. Please rate the support and technical assistance on a 10-point scale, where “1” means “poor” and “10” means “excellent”.
12. If you have been monitored, please comment on the effectiveness of the federal monitoring process in such areas as providing guidance and/or improving program quality. (Open end)
13. What can OIE do over the next year to better meet your school district’s technical assistance and program improvement needs? (Open end)

ONLY IF Q1= 35 High School Equivalency Program (HEP) - Migrant Education ASK 1-7 BELOW

1. Please rate the usefulness of the pre-application webinar for the purpose of preparing your organization's HEP application. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful". Select "N/A" if this question does not apply.
2. Please rate the usefulness of EMAPS for the purpose of submitting your project's Annual Performance Report. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful".
3. How essential is a fully-functioning electronic submission tool for HEP Annual Performance Report data to the management and analysis of APR data. Use a scale from "1" to "10", where "1" is "Not very essential" and "10" is "Very essential".
4. How useful was the Listserv for receiving important information regarding the HEP program. Use a scale from "1" to "10", where "1" is "Not very useful" and "10" is "Very useful".
5. Please provide at least one important informational topic that the Listserv provided to you, and also provide at least one important topic that you would like to see from the Listserv in the future. (Open end)
6. How have you received technical assistance during the past year? (Select all that apply)
 1. OME-sponsored Directors Meeting
 2. Email
 3. List serve
 4. Telephone call
 5. Association meeting
 6. Webinar
 7. Other (Specify)
7. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to improve the performance of your HEP project. (Open end)

ONLY IF Q1= 36 Migrant Education Program (MEP) -- Title I, Part C ASK 1-16 BELOW

Think about the Office of Migrant Education's (OME) technical assistance efforts. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of OME's technical assistance efforts in helping you...

1. Meet program compliance requirements
2. Improve performance results
3. Meet Migrant Education Program (MEP) fiscal requirements

On a 10-point scale, where "1" is "Poor", and "10" is "Excellent," how would you rate the usefulness of the following Technical Assistance activities:

If an area does not apply, please select "N/A"

4. Annual Directors Meeting
5. New Directors Meeting
6. OME Conference
7. MEP WebEx Workshops
8. MSIX Help Desk
9. REACTs Listserv

10. Please select two of the following six areas in which you would like technical assistance.

1. Child Eligibility/Identification & Recruitment
2. Provision of Services
3. Parental Involvement/Parent Advisory Committee
4. Comprehensive Needs Assessment/Service Delivery Plan
5. Program Evaluation
6. Fiscal Requirements

Think about the staff in OME. On a 10-point scale, where "1" is "Poor" and 10 is "Excellent," please rate your current program officer on his or her...

11. Resolution of problems
12. Accuracy of responses
13. Responsiveness to questions or requests
14. Knowledge of relevant legislation, regulations, policies, and procedures
15. Knowledge of relevant program content

16. Think about the guidance documents (e.g., updates to the Non-Regulatory Guidance, the Technical Assistance Guide to Re-interviewing, New Directors Handbook) provided by OME. On a 10-point scale, where "1" is "Not very useful" and "10" is "Very useful," please rate the usefulness of the information in the guidance documents.

**ONLY IF Q1= 37 Education for Homeless Children and Youth Grants for State and Local Activities/
McKinney-Vento Education for Homeless Children and Youth Program ASK 1-10 BELOW**

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

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

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

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the office's technical assistance efforts in helping you with the following:

3. Meet program compliance requirements
4. Improve performance results
5. Develop cross-program collaborations
6. What can the McKinney-Vento EHCY program office do over the next year to meet your State's technical assistance, program improvement and coordination needs? (Open end)
7. The program office is revising its monitoring process. Please share any comments on how to improve the overall and onsite monitoring process. (Open end)

On a scale from "1" to "10", where "1" is "poor" and 10 is "excellent," please rate the following items concerning NCHE and its staff:

8. The courteousness and professionalism of NCHE staff
9. Your overall satisfaction with the TA provided to you by NCHE
10. Please comment on the quality of TA provided to you by NCHE and any suggestions for improvement. (Open end)

ONLY IF Q1= 38 Neglected and Delinquent State and Local ASK 1-10 BELOW

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

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

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

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the office's technical assistance efforts in helping you with the following:

3. Meet program compliance requirements
4. Improve performance results
5. Develop cross-program collaborations
6. What can the Title I, Part D program office do over the next year to meet your State's technical assistance, program improvement and coordination needs? (Open end)
7. The program office is revising its monitoring process. Please share any comments on how to improve the overall and onsite monitoring process. (Open end)

On a scale from "1" to "10", where "1" is "poor" and 10 is "excellent," please rate the following item concerning NDTAC and its staff:

8. The courteousness and professionalism of NDTAC staff
9. Your overall satisfaction with the TA provided to you by NDTAC
10. Please comment on the quality of TA provided to you by NDTAC and any suggestions for improvement. (Open end)

ONLY IF Q1= 39 Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies ASK 1-11 BELOW

Think about the technical assistance (TA) you have received from individual Title I program staff regarding specific questions that you have had regarding Title I, Part A. On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the technical assistance provided by program staff on the following:

1. Timeliness of response
2. Clarity of information
3. Knowledge of program

Think about the TA you have received from individual Title I staff. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective,” please rate the effectiveness of this TA in terms of:

4. Providing you an interpretation of the Title I statute and/or regulations
5. Helping with your implementation of Title I in your state

Think about the TA that you have received from Title I staff including monthly webinars, other activities including use of technology enhanced communications (for example, listservs). On a 10-point scale, where “1” is poor and “10” is excellent, please rate this type of TA on the following:

6. Relevance of information
7. Clarity of information
8. Usefulness to your program
9. What can the Title I program staff do over the next year to meet your State’s technical assistance and program improvement needs? (Open end)
10. What additional services could Title I staff provide that would help you? (For example, information posted on-line, etc.) (Open end)
11. Title I staff is revising the monitoring process. Please share any comments on how to improve the onsite monitoring process. (Open end)

**ONLY IF Q1= 40 English Language Acquisition State Grants/Title III State Formula Grant Program
ASK 1-15 BELOW**

Think about the technical assistance (TA) you have received from the Title III program staff. In particular, think about the individual TA you have received from the Title III program officer assigned to your state.

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the technical assistance provided by the program officer assigned to your state on the following...

1. Timeliness of response
2. Clarity of information
3. Usefulness to your program

Think about the one-on-one consultations, (including email, telephone, and other interactions), you have had with your Title III program officer over the last year. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective,” please rate the effectiveness of the one-on-one consultations in...

4. Providing you an interpretation of the Title III statute and/or regulations
5. Helping with your implementation of Title III in your state

Now think about all of the technical assistance you have received through Title III webinars, or other TA activities, including use of technology enhanced communications (e.g. listservs).

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate this type of technical assistance on the following...

6. Method of delivery
7. Clarity of information
8. Usefulness to your program

9. What can the Title III program staff do over the next year to meet your State’s technical assistance needs? (Open end)

10. Have you received a Title III onsite monitoring visit in the past 2 years (e.g. 2009-10 or 2010-11)?
 1. Yes (ASK Q11-12)
 2. No (SKIP TO Q13)
 3. Don’t know (SKIP TO Q13)

Please rate the effectiveness of the Title III monitoring process on a 10-point scale where “1” is “not very effective” and “10” is “very effective” with respect to...

11. Helping your State comply with Title III requirements
12. Helping your State improve programs for English learners
13. Please share any comments on how to improve the Title III onsite monitoring process. (Open end)

Think about your experiences seeking information at OELA’s National Clearinghouse for English Language Acquisition’s Web site (www.ncela.gwu.edu). On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the Web site in:

14. Providing you with the information you needed
15. Helping you inform programs serving ELLs in your state

ONLY IF Q1= 41 School Improvement Fund ASK 1-12 BELOW

Think about the technical assistance (TA) you have received from the Title I program staff regarding School Improvement Grants (SIG).

On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the technical assistance provided by program staff on the following...

1. Timeliness of response
2. Clarity of information
3. Usefulness to your program

Think about the one-on-one consultations, (including email, telephone, and other interactions), you have had with Title I program staff regarding SIG. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective,” please rate the effectiveness of the one-on-one consultations in...

4. Providing you an interpretation of the SIG statute and/or regulations
5. Helping with your implementation of SIG in your state
6. What can the Title I program staff do over the next year to meet your State’s technical assistance needs regarding SIG? (Open end)
7. Think about the SIG application process. On a 10-point scale, where “1” is not easy to understand and “10” is very easy to understand, please rate the ease of the SIG application process.
8. What can ED do to improve the application process? (Open end)
9. Have you received a SIG onsite monitoring visit in the past year?
 1. Yes (ASK Q10-11)
 2. No (SKIP TO Q12)
 3. Don’t know (SKIP TO Q12)

Please rate the effectiveness of the SIG monitoring process on a 10-point scale where “1” is “not very effective” and “10” is “very effective” with respect to...

10. Helping your State comply with SIG requirements
11. Helping your State improve SIG programs
12. Please share any comments on how to improve the SIG onsite monitoring process. (Open end)

ONLY IF Q1= 42 Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants ASK 1-9 BELOW

Think about the particular ways in which you have received technical assistance from the Enhancing Education Through Technology Program (EETT).

First, consider the one-on-one consultations with EETT program officers. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the one-on-one consultations in:

1. Providing you an interpretation of Title II, Part D (Enhancing Education Through Technology)
2. Helping you with your implementation of Title II, Part D (Enhancing Education Through Technology)

Think about the guidance document provided by the EETT program office.

3. On a 10-point scale, where “1” is “Not very useful” and “10” is “Very useful,” please rate its usefulness.

Think about the Educational Technology State Directors' national meetings (i.e., national technology conferences, SETDA meetings) where the EETT program office made a presentation

4. On a 10-point scale, where “1” is “Not very useful” and “10” is “Very useful,” please rate the usefulness of the information presented at these meetings.

Think about the federal monitoring process as it relates to the Enhancing Education Through Technology program office. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of the federal monitoring process in:

5. Helping you with your compliance efforts
6. Helping you to improve performance results

Think about your working relationship with the Enhancing Education Through Technology program office.

7. On a 10-point scale, where “1” is “Not very effective” and “10” is “Very effective,” please rate the effectiveness of this relationship.

(Ask Q8 only if Q7 is scored <6)

8. Please describe how your working relationship with EETT could be improved. (Open end)
9. What can EETT do over the next year to meet your state’s technical assistance and program improvement needs? (Open end)

ONLY IF Q1= 43 Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) program ASK 1-16 BELOW

Think about the occasions when you have contacted the REAP program office for answers to your REAP/SRSA-related questions. On a 10-point scale, where “1” is “poor” and “10” is “excellent”, please rate the REAP Program staff in:

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

1. Being available to take your call/inquiry
2. Understanding the nature of your request(s)
3. Answering your question(s) correctly
4. Answering your questions in a timely manner
5. Please provide any comments about the REAP program office answering your REAP/SRSA-related questions.

Think about the one-on-one consultations you have had with individual REAP program officers. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective”, please rate the effectiveness of the REAP staff in:

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

6. Providing you with an interpretation of REAP/SRSA legislation/regulations
7. Providing accurate guidance on SRSA eligibility, application, use of funds, or other program requirements
8. Helping you to fully participate in the REAP/SRSA Program
9. Please provide any comments about your one-on-one consultations with REAP program officers.(Open end)

Think about your experiences seeking information from the REAP/SRSA Program Website. On a 10-point scale, where “1” is “poor” and “10” is “excellent”, please rate the website’s:

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

10. Usefulness in providing the information you needed
11. Clarity and User friendliness
12. Relevance to your needs

Think about the monitoring outreach and targeted technical assistance provided to you, as an SRSA grantee, by the REAP Program Office. On a 10-point scale, where “1” is “not very effective” and “10” is “very effective”, please rate the effectiveness of the REAP/SRSA in:

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

13. *Desk monitoring*, as a means for you to describe/demonstrate your compliance with program requirements
14. *Desk monitoring*, as an opportunity to inform the Program Office of your district’s unique situation and needs
15. *Available fund balance notices/telephone calls*, as a means to ensure you access and draw your grant funds within the specified time frame
16. Please provide any comments about outreach and targeted technical assistance provided to you.(Open end)

ONLY IF Q1= 44 Comprehensive Regional Assistance Centers/Comprehensive Centers ASK 1-12 BELOW

1. Please rate the accessibility of U.S. Department of Education (ED) Comprehensive Centers program staff. Use a 10-point scale, where “1” means “poor” and “10” means “excellent.”
2. Please rate the general responsiveness of ED Comprehensive Centers program staff. Use a 10-point scale, where “1” means “poor” and “10” means “excellent.”
3. Please rate the level of understanding ED’s Comprehensive Centers program staff has demonstrated regarding the technical assistance needs of States and the strategies your Center employs to address these needs. Use a 10-point scale, where “1” means “low” and “10” means “high.”
4. How would you rate your working relationship with ED’s Comprehensive Centers program staff? Use a 10-point scale, where “1” means “poor” and “10” means “excellent.”
5. Please provide any suggestions on ways to improve these relationships.(Open end)

How would you rate the usefulness of the following meetings? Please use a 10-point scale, where “1” means “not very useful” and “10” means “very useful.”

6. Semi-annual Directors meetings
7. Annual Leveraging Resources meeting
8. What steps could the ED Comprehensive Centers program office staff take to improve these meetings? (Open end)

Think about the services you have received from the ED Comprehensive Centers program. On a 10-point scale, where “1” is “poor” and “10” is “excellent,” please rate the services provided by the Comprehensive Centers program office staff on the following:

9. Timeliness
10. Clarity of information
11. Usefulness to your Center
12. What additional services could the ED Comprehensive Center program office provide that would help meet your technical assistance and capacity building needs?

ONLY IF Q1= 45 Rural Education Achievement Program (REAP)/Rural and Low Income School Program ASK 1-15 BELOW

Think about the one-on-one consultations you have had with program officers. Using a 10-point scale, where “1” is “not very effective” and “10” is “very effective” please rate the effectiveness of the one-on-one consultations in:

1. Providing you with an interpretation of Rural Low Income Schools (RLIS) legislation/regulation
2. Providing guidance on eligibility and/or other reporting requirements
3. Helping you with the implementation of the Rural Low Income Schools Program

Think about the guidance document provided by the Rural Low Income Schools program office. Using a 10-point scale, where “1” is “not very useful” and “10” is “very useful” please rate the guidance documents on:

4. Helping you with compliance efforts
5. Helping you improve performance results
6. Helping you provide guidance and oversight to sub-recipients
7. Helping you provide technical assistance to sub-recipients

Think about your experiences seeking information from the Rural Low Income Schools Program Web Site <http://www2.ed.gov/programs/reaprlisp/index.html>. Using a 10-point scale, where “1” is “poor” and “10” is “excellent”; please rate the website on the following:

8. Usefulness in providing the information you needed.
9. User friendliness

Think about the monitoring and technical assistance provided by the program office. Using a 10-point scale, where “1” is “poor” and “10” is “excellent”; please rate the monitoring and technical assistance on the following:

10. Responsiveness to information requests
11. Helpfulness in resolving implementation/eligibility issues
12. Supportiveness in helping you complete eligibility spreadsheets
13. Supportiveness in helping you meet annual reporting requirements

Think about the REAP pre-award and post-award teleconferences as a mode of technical assistance. Using a 10-point scale, where “1” is “not very effective” and “10” is “very effective” please rate the effectiveness of the teleconferences in:

14. Helping you with program implementation for RLIS
15. Helping you complete and submit accurate eligibility spreadsheets for RLIS

Department of Education - Grantee Satisfaction Study
2010-2011
Significant Difference Table - Aggregate

	2010	2011	Difference	Significant Difference	Impacts
	Scores				
Sample Size	512	1,760			
ED Staff/Coordination	83	85	2	*	0.8
Knowledge of relevant legislation, regulations, policies, and procedures	86	87	1		--
Responsiveness to your questions	82	84	2	*	--
Accuracy of responses	86	87	1		--
Sufficiency of legal guidance in responses	82	84	2	*	--
Consistency of responses with ED staff from different program offices	78	81	3	*	--
Collaboration with other ED programs or offices in providing relevant services	78	82	4	*	--
ED-funded Technical Assistance	84	84	0		0.1
Knowledge of relevant legislation, regulations, policies, and procedures	84	85	1		--
Responsiveness to your questions	86	85	-1		--
Accuracy of responses	85	85	0		--
Sufficiency of legal guidance in responses	80	81	1		--
Consistency of responses with ED staff	84	83	-1		--
Collaboration with ED staff in providing relevant services	84	84	0		--
Collaboration with other ED-funded providers of technical assistance	84	84	0		--
Online Resources	73	71	-2	*	0.8
Ease of finding materials online	68	70	2		--
Ease of submitting information to ED via the web	78	73	-5	*	--
Websites and Databases Overall	--	80	--		--
Field Reader System overall	--	78	--		--
Grants.gov overall	--	78	--		--
e-Grants overall	--	79	--		--
G5 overall	--	73	--		--
FIPSE Online Database overall	--	80	--		--
FIPSE Web Pages overall	--	79	--		--
GEAR UP Database overall	--	83	--		--
GEAR UP Web Pages overall	--	84	--		--
IRIS (Used by International Programs – IFLE) overall	--	77	--		--
IFLE Web Pages overall	--	75	--		--
TRIO Online APR System overall	--	83	--		--
TRIO Web Pages overall	--	81	--		--
Websites and Databases - Problem Mitigation	--	84	--		--
Field Reader System - problem mitigation	--	82	--		--
Grants.gov - problem mitigation	--	84	--		--
e-Grants - problem mitigation	--	84	--		--
G5 - problem mitigation	--	79	--		--
FIPSE Online Database - problem mitigation	--	84	--		--
FIPSE Web Pages - problem mitigation	--	85	--		--
GEAR UP Database - problem mitigation	--	88	--		--
GEAR UP Web Pages - problem mitigation	--	87	--		--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	86	--		--
IFLE Web Pages - problem mitigation	--	87	--		--
TRIO Online APR System - problem mitigation	--	85	--		--
TRIO Web Pages - problem mitigation	--	87	--		--

* Significant Difference at 90% confidence level

Department of Education - Grantee Satisfaction Study
2010-2011
Significant Difference Table - Aggregate

	2010	2011	Difference	Significant Difference	Impacts
	Scores				
Sample Size	512	1,760			
Technology	73	71	-2	*	1.0
ED's effectiveness in using technology to deliver its services	78	76	-2	*	--
ED's quality of assistance	75	70	-5	*	--
Effectiveness of automated process in improving state/LEA reporting	73	67	-6	*	--
Expected reduction in federal paperwork	63	63	0		--
Documents	77	77	0		1.2
Clarity	77	76	-1		--
Organization of information	80	78	-2		--
Sufficiency of detail to meet your program needs	75	76	1		--
Relevance to your areas of need	80	79	-1		--
Comprehensiveness in addressing the scope of issues that you face	74	74	0		--
Information in Application Package	--	87	--		--
Program Purpose	--	88	--		--
Program Priorities	--	87	--		--
Selection Criteria	--	85	--		--
Review Process	--	82	--		--
Budget Information and Forms	--	82	--		--
Deadline for Submission	--	91	--		--
Dollar Limit on Awards	--	87	--		--
Page Limitation Instructions	--	89	--		--
Formatting Instructions	--	87	--		--
Program Contact	--	89	--		--
OESE's Technical Assistance	76	74	-2		0.9
Effectiveness of OESE in helping you learn to implement grant programs	79	76	-3	*	--
Usefulness of OESE's technical assistance services as a model	68	70	2		--
ACSI	72	72	0		--
How satisfied are you with ED's products and services	77	77	0		--
How well ED's products and services meet expectations	69	69	0		--
How well ED compares with ideal products and services	68	67	-1		--
Complaint	1	1	0		-0.3
Issued a formal complaint about assistance received from ED staff member	1	1	0		--

* Significant Difference at 90% confidence level

Department of Education - Grantee Satisfaction Study
2011
Demographics

Program	2010		2011	
	Percent	Frequency	Percent	Frequency
Race to the Top	--	--	0%	8
Race to the Top Assessment	--	--	0%	2
State Fiscal Stabilization Fund	11%	56	1%	17
Education Jobs Fund	--	--	1%	11
National Professional Development Program	--	--	4%	69
Charter Schools Program (SEAs)	--	--	1%	23
Investing in Innovation Program (i3)	--	--	2%	27
Promise Neighborhoods Program	--	--	0%	5
Transition to Teaching	--	--	3%	56
TRIO: Student Support Services	--	--	4%	67
TRIO: Talent Search	--	--	3%	55
TRIO: Upward Bound	--	--	4%	69
GEAR UP	--	--	6%	111
FIPSE – Comprehensive	--	--	2%	36
International: National Resources Centers	--	--	4%	77
International: Undergraduate International Studies and Foreign Language	--	--	3%	57
International: Centers for International Business Education	--	--	1%	25
Physical Education Program (PEP)	--	--	3%	46
Readiness and Emergency Management Service (REMS)	--	--	2%	40
Safe Schools Healthy Students (SS/HS)	--	--	3%	52
Lead Agency Early Intervention Coordinators	6%	29	2%	41
State Directors of Special Education	6%	33	1%	22
Adult Education and Family Literacy to the State Directors of Adult Ed	6%	32	2%	43
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	8%	42	2%	31
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT	--	--	1%	10
21st Century Community Learning Centers	--	--	2%	40
Mathematics and Science Partnerships	--	--	2%	34
Striving Readers	--	--	1%	23
Improving Teacher Quality State Grants	19%	96	4%	68
Teacher Incentive Fund	3%	17	1%	19
Smaller Learning Communities/Fund for the Improvement of Education	7%	38	4%	77
Payments for Federal Property (Section 8002)	--	--	2%	38
Payments for Federally Connected Children (Section 8003)	11%	54	4%	69
Indian Education Formula Grants to Local Education Agencies	25%	126	2%	43
High School Equivalency Program (HEP) - Migrant Education	--	--	2%	36
Migrant Education Program (MEP) -- Title I, Part C	14%	70	2%	33
Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth	--	--	2%	41
Neglected and Delinquent State and Local	--	--	2%	37
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	31%	158	2%	38
English Language Acquisition State Grants/Title III State Formula Grant Program	20%	103	2%	41
School Improvement Fund	14%	70	1%	23
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	--	--	1%	23
Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) program	16%	80	1%	17
Comprehensive Regional Assistance Centers/Comprehensive Centers	--	--	1%	13
Rural Education Achievement Program (REAP)/Rural and Low Income School Program	--	--	2%	42
Number of Respondents		512		1,755

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	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	68%	350	54%	685
Do not have interaction	26%	132	38%	476
Don't Know	6%	30	8%	97
Number of Respondents		512		1,258
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	--	--	34%	169
Do not have interaction	--	--	55%	274
Don't Know	--	--	11%	54
Number of Respondents		0		497
Reporting system used for reporting accountability data				
EDEN/EDFacts	71%	364	54%	674
Other electronic system	20%	100	28%	357
Do not use electronic system, submit hard copy	9%	48	18%	227
Number of Respondents		512		1,258
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	23%	118	26%	458
Agree	67%	343	61%	1,079
Disagree	8%	39	9%	166
Strongly Disagree	1%	7	2%	41
Does Not Apply	1%	5	1%	16
Number of Respondents		512		1,760
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	4	1%	17
Have not issued complaint	99%	508	99%	1,743
Number of Respondents		512		1,760

Department of Education - Grantee Satisfaction Study
2011
Demographics

	2005		2006		2007	
	Percent	Frequency	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff						
Have interaction	85%	282	76%	279	78%	280
Do not have interaction	14%	46	23%	84	20%	70
Don't Know	2%	5	2%	6	2%	7
Number of Respondents		333		369		357
Interact with ED-funded providers of tech assistance separate from ED staff -OPE						
Have interaction	--	--	--	--	--	--
Do not have interaction	--	--	--	--	--	--
Don't Know	--	--	--	--	--	--
Number of Respondents		0		0		0
Reporting system used for reporting accountability data						
EDEN/EDFacts	--	--	--	--	--	--
Other electronic system	--	--	--	--	--	--
Do not use electronic system, submit hard copy	--	--	--	--	--	--
Number of Respondents		0		0		0
Overall I am satisfied with the quality of EDs products and services						
Strongly Agree	14%	47	11%	40	13%	47
Agree	69%	228	68%	252	68%	243
Disagree	15%	49	18%	66	14%	51
Strongly Disagree	2%	7	2%	6	2%	6
Does Not Apply	1%	2	1%	5	3%	10
Number of Respondents		333		369		357
Issued a formal complaint about assistance received from ED staff member						
Issued complaint	3%	9	3%	12	3%	9
Have not issued complaint	97%	324	97%	357	98%	348
Number of Respondents		333		369		357

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Demographics

	2008		2009	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	80%	258	79%	258
Do not have interaction	18%	59	18%	57
Don't Know	2%	5	3%	11
Number of Respondents		322		326
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	--	--	--	--
Do not have interaction	--	--	--	--
Don't Know	--	--	--	--
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	--	--	--	--
Other electronic system	--	--	--	--
Do not use electronic system, submit hard copy	--	--	--	--
Number of Respondents		0		0
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	15%	49	18%	57
Agree	68%	220	71%	232
Disagree	12%	39	9%	29
Strongly Disagree	2%	8	2%	6
Does Not Apply	2%	6	1%	2
Number of Respondents		322		326
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	2%	6	2%	5
Have not issued complaint	98%	316	99%	321
Number of Respondents		322		326

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Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	68%	350	54%	685
Do not have interaction	26%	132	38%	476
Don't Know	6%	30	8%	97
Number of Respondents		512		1,258
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	--	--	34%	169
Do not have interaction	--	--	55%	274
Don't Know	--	--	11%	54
Number of Respondents		0		497
Reporting system used for reporting accountability data				
EDEN/EDFacts	71%	364	54%	674
Other electronic system	20%	100	28%	357
Do not use electronic system, submit hard copy	9%	48	18%	227
Number of Respondents		512		1,258
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	23%	118	26%	458
Agree	67%	343	61%	1,079
Disagree	8%	39	9%	166
Strongly Disagree	1%	7	2%	41
Does Not Apply	1%	5	1%	16
Number of Respondents		512		1,760
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	4	1%	17
Have not issued complaint	99%	508	99%	1,743
Number of Respondents		512		1,760

Department of Education - Grantee Satisfaction Study
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Attribute Table - Programs - ED Staff/Coordination

Program	ED Staff/Coordination
Race to the Top	83
Race to the Top Assessment	74
State Fiscal Stabilization Fund	71
Education Jobs Fund	72
National Professional Development Program	86
Charter Schools Program (SEAs)	73
Investing in Innovation Program (i3)	89
Promise Neighborhoods Program	93
Transition to Teaching	93
TRIO_ Student Support Services	74
TRIO_ Talent Search	69
TRIO_ Upward Bound	80
GEAR UP	89
FIPSE – Comprehensive	85
International_ National Resources Centers	90
International_ Undergraduate International Studies and Foreign Language	96
International_ Centers for International Business Education	90
Physical Education Program (PEP)	80
Readiness and Emergency Management Service (REMS)	87
Safe Schools Healthy Students (SS_HS)	93
Lead Agency Early Intervention Coordinators	83
State Directors of Special Education	76
Adult Education and Family Literacy to the State Directors of Adult Ed	91
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	85
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	79
21st Century Community Learning Centers	60
Mathematics and Science Partnerships	92
Striving Readers	79
Improving Teacher Quality State Grants	89
Teacher Incentive Fund	71
Smaller Learning Communities_ Fund for the Improvement of Education	91
Payments for Federal Property (Section 8002)	76
Payments for Federally Connected Children (Section 8003)	80
Indian Education Formula Grants to Local Education Agencies	88
High School Equivalency Program (HEP) - Migrant Education	84
Migrant Education Program (MEP) -- Title I, Part C	76
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	93
Neglected and Delinquent State and Local	88
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	86
English Language Acquisition State Grants_ Title III State Formula Grant Program	84
School Improvement Fund	85
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	73
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	95
Comprehensive Regional Assistance Centers_ Comprehensive Centers	91
Rural Education Achievement Program (REAP)_ Rural and Low Income School Program	91

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Attribute Table - Programs - ED-Funded Technical Assistance

Program	ED-funded Technical Assistance
Race to the Top	68
Race to the Top Assessment	--
State Fiscal Stabilization Fund	65
Education Jobs Fund	46
National Professional Development Program	95
Charter Schools Program (SEAs)	76
Investing in Innovation Program (i3)	83
Promise Neighborhoods Program	95
Transition to Teaching	89
TRIO Student Support Services	80
TRIO Talent Search	79
TRIO Upward Bound	82
GEAR UP	86
FIPSE – Comprehensive	87
International National Resources Centers	84
International Undergraduate International Studies and Foreign Language	88
International Centers for International Business Education	88
Physical Education Program (PEP)	97
Readiness and Emergency Management Service (REMS)	91
Safe Schools Healthy Students (SS HS)	92
Lead Agency Early Intervention Coordinators	83
State Directors of Special Education	80
Adult Education and Family Literacy to the State Directors of Adult Ed	87
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	84
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	59
21st Century Community Learning Centers	70
Mathematics and Science Partnerships	93
Striving Readers	79
Improving Teacher Quality State Grants	85
Teacher Incentive Fund	70
Smaller Learning Communities Fund for the Improvement of Education	86
Payments for Federal Property (Section 8002)	83
Payments for Federally Connected Children (Section 8003)	76
Indian Education Formula Grants to Local Education Agencies	81
High School Equivalency Program (HEP) - Migrant Education	79
Migrant Education Program (MEP) -- Title I, Part C	83
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	95
Neglected and Delinquent State and Local	87
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	78
English Language Acquisition State Grants Title III State Formula Grant Program	84
School Improvement Fund	88
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	75
Rural Education Achievement Program (REAP) Small, Rural School Grant Achievement (SRSA) program	84
Comprehensive Regional Assistance Centers Comprehensive Centers	90
Rural Education Achievement Program (REAP) Rural and Low Income School Program	84

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Attribute Table - Programs - Online Resources

Program	Online Resources
Race to the Top	62
Race to the Top Assessment	72
State Fiscal Stabilization Fund	55
Education Jobs Fund	58
National Professional Development Program	73
Charter Schools Program (SEAs)	62
Investing in Innovation Program (i3)	67
Promise Neighborhoods Program	79
Transition to Teaching	69
TRIO_ Student Support Services	73
TRIO_ Talent Search	72
TRIO_ Upward Bound	77
GEAR UP	81
FIPSE – Comprehensive	78
International_ National Resources Centers	69
International_ Undergraduate International Studies and Foreign Language	80
International_ Centers for International Business Education	70
Physical Education Program (PEP)	69
Readiness and Emergency Management Service (REMS)	84
Safe Schools Healthy Students (SS_HS)	82
Lead Agency Early Intervention Coordinators	68
State Directors of Special Education	61
Adult Education and Family Literacy to the State Directors of Adult Ed	74
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	74
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	74
21st Century Community Learning Centers	56
Mathematics and Science Partnerships	80
Striving Readers	74
Improving Teacher Quality State Grants	68
Teacher Incentive Fund	63
Smaller Learning Communities_ Fund for the Improvement of Education	63
Payments for Federal Property (Section 8002)	76
Payments for Federally Connected Children (Section 8003)	78
Indian Education Formula Grants to Local Education Agencies	83
High School Equivalency Program (HEP) - Migrant Education	61
Migrant Education Program (MEP) -- Title I, Part C	54
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	63
Neglected and Delinquent State and Local	68
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	56
English Language Acquisition State Grants_ Title III State Formula Grant Program	59
School Improvement Fund	66
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	58
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	74
Comprehensive Regional Assistance Centers_ Comprehensive Centers	72
Rural Education Achievement Program (REAP)_ Rural and Low Income School Program	73

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Attribute Table - Programs - Websites and Databases Overall

Program	Websites and Databases Overall
Race to the Top	--
Race to the Top Assessment	--
State Fiscal Stabilization Fund	--
Education Jobs Fund	--
National Professional Development Program	--
Charter Schools Program (SEAs)	--
Investing in Innovation Program (i3)	--
Promise Neighborhoods Program	--
Transition to Teaching	--
TRIO Student Support Services	79
TRIO Talent Search	81
TRIO Upward Bound	81
GEAR UP	82
FIPSE – Comprehensive	78
International National Resources Centers	73
International Undergraduate International Studies and Foreign Language	84
International Centers for International Business Education	74
Physical Education Program (PEP)	--
Readiness and Emergency Management Service (REMS)	--
Safe Schools Healthy Students (SS HS)	--
Lead Agency Early Intervention Coordinators	--
State Directors of Special Education	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	--
21st Century Community Learning Centers	--
Mathematics and Science Partnerships	--
Striving Readers	--
Improving Teacher Quality State Grants	--
Teacher Incentive Fund	--
Smaller Learning Communities Fund for the Improvement of Education	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Indian Education Formula Grants to Local Educational Agencies	--
High School Equivalency Program (HEP) - Migrant Education	--
Migrant Education Program (MEP) -- Title I, Part C	--
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	--
Neglected and Delinquent State and Local	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--
English Language Acquisition State Grants Title III State Formula Grant Program	--
School Improvement Fund	--
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	--
Rural Education Achievement Program (REAP) Small, Rural School Grant Achievement (SRSA) program	--
Comprehensive Regional Assistance Centers Comprehensive Centers	--
Rural Education Achievement Program (REAP) Rural and Low Income School Program	--

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Attribute Table - Programs - Websites and Databases - Problem Mitigation

Program	Websites and Databases - Problem Mitigation
Race to the Top	--
Race to the Top Assessment	--
State Fiscal Stabilization Fund	--
Education Jobs Fund	--
National Professional Development Program	--
Charter Schools Program (SEAs)	--
Investing in Innovation Program (i3)	--
Promise Neighborhoods Program	--
Transition to Teaching	--
TRIO_ Student Support Services	85
TRIO_ Talent Search	84
TRIO_ Upward Bound	81
GEAR UP	87
FIPSE – Comprehensive	86
International_ National Resources Centers	81
International_ Undergraduate International Studies and Foreign Language	90
International_ Centers for International Business Education	76
Physical Education Program (PEP)	--
Readiness and Emergency Management Service (REMS)	--
Safe Schools Healthy Students (SS_HS)	--
Lead Agency Early Intervention Coordinators	--
State Directors of Special Education	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	--
21st Century Community Learning Centers	--
Mathematics and Science Partnerships	--
Striving Readers	--
Improving Teacher Quality State Grants	--
Teacher Incentive Fund	--
Smaller Learning Communities_ Fund for the Improvement of Education	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Indian Education Formula Grants to Local Education Agencies	--
High School Equivalency Program (HEP) - Migrant Education	--
Migrant Education Program (MEP) -- Title I, Part C	--
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	--
Neglected and Delinquent State and Local	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--
English Language Acquisition State Grants_ Title III State Formula Grant Program	--
School Improvement Fund	--
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	--
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	--
Comprehensive Regional Assistance Centers_ Comprehensive Centers	--
Rural Education Achievement Program (REAP)_ Rural and Low Income School Program	--

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Attribute Table - Programs - Technology

Program	Technology
Race to the Top	66
Race to the Top Assessment	42
State Fiscal Stabilization Fund	57
Education Jobs Fund	61
National Professional Development Program	73
Charter Schools Program (SEAs)	68
Investing in Innovation Program (i3)	67
Promise Neighborhoods Program	78
Transition to Teaching	72
TRIO Student Support Services	71
TRIO Talent Search	66
TRIO Upward Bound	77
GEAR UP	72
FIPSE – Comprehensive	66
International National Resources Centers	74
International Undergraduate International Studies and Foreign Language	81
International Centers for International Business Education	71
Physical Education Program (PEP)	66
Readiness and Emergency Management Service (REMS)	83
Safe Schools Healthy Students (SS HS)	76
Lead Agency Early Intervention Coordinators	67
State Directors of Special Education	57
Adult Education and Family Literacy to the State Directors of Adult Ed	77
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	71
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	75
21st Century Community Learning Centers	54
Mathematics and Science Partnerships	78
Striving Readers	66
Improving Teacher Quality State Grants	67
Teacher Incentive Fund	61
Smaller Learning Communities Fund for the Improvement of Education	68
Payments for Federal Property (Section 8002)	70
Payments for Federally Connected Children (Section 8003)	73
Indian Education Formula Grants to Local Education Agencies	79
High School Equivalency Program (HEP) - Migrant Education	75
Migrant Education Program (MEP) -- Title I, Part C	67
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	76
Neglected and Delinquent State and Local	71
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	70
English Language Acquisition State Grants Title III State Formula Grant Program	73
School Improvement Fund	68
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	52
Rural Education Achievement Program (REAP) Small, Rural School Grant Achievement (SRSA) program	60
Comprehensive Regional Assistance Centers Comprehensive Centers	61
Rural Education Achievement Program (REAP) Rural and Low Income School Program	78

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Attribute Table - Programs - Documents

Program	Documents
Race to the Top	75
Race to the Top Assessment	67
State Fiscal Stabilization Fund	61
Education Jobs Fund	68
National Professional Development Program	76
Charter Schools Program (SEAs)	72
Investing in Innovation Program (i3)	71
Promise Neighborhoods Program	86
Transition to Teaching	82
TRIO Student Support Services	--
TRIO Talent Search	--
TRIO Upward Bound	--
GEAR UP	--
FIPSE – Comprehensive	--
International National Resources Centers	--
International Undergraduate International Studies and Foreign Language	--
International Centers for International Business Education	--
Physical Education Program (PEP)	75
Readiness and Emergency Management Service (REMS)	87
Safe Schools Healthy Students (SS HS)	83
Lead Agency Early Intervention Coordinators	73
State Directors of Special Education	69
Adult Education and Family Literacy to the State Directors of Adult Ed	82
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	77
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS MIT	73
21st Century Community Learning Centers	54
Mathematics and Science Partnerships	81
Striving Readers	68
Improving Teacher Quality State Grants	82
Teacher Incentive Fund	65
Smaller Learning Communities Fund for the Improvement of Education	83
Payments for Federal Property (Section 8002)	67
Payments for Federally Connected Children (Section 8003)	81
Indian Education Formula Grants to Local Education Agencies	79
High School Equivalency Program (HEP) - Migrant Education	80
Migrant Education Program (MEP) -- Title I, Part C	74
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	84
Neglected and Delinquent State and Local	78
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	79
English Language Acquisition State Grants Title III State Formula Grant Program	71
School Improvement Fund	79
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	54
Rural Education Achievement Program (REAP) Small, Rural School Grant Achievement (SRSA) program	70
Comprehensive Regional Assistance Centers Comprehensive Centers	78
Rural Education Achievement Program (REAP) Rural and Low Income School Program	84

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Attribute Table - Programs - Information in Application Package

Program	Information in Application Package
Race to the Top	--
Race to the Top Assessment	--
State Fiscal Stabilization Fund	--
Education Jobs Fund	--
National Professional Development Program	--
Charter Schools Program (SEAs)	--
Investing in Innovation Program (i3)	--
Promise Neighborhoods Program	--
Transition to Teaching	--
TRIO_ Student Support Services	82
TRIO_ Talent Search	83
TRIO_ Upward Bound	86
GEAR UP	89
FIPSE – Comprehensive	86
International_ National Resources Centers	88
International_ Undergraduate International Studies and Foreign Language	91
International_ Centers for International Business Education	92
Physical Education Program (PEP)	--
Readiness and Emergency Management Service (REMS)	--
Safe Schools Healthy Students (SS_HS)	--
Lead Agency Early Intervention Coordinators	--
State Directors of Special Education	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	--
21st Century Community Learning Centers	--
Mathematics and Science Partnerships	--
Striving Readers	--
Improving Teacher Quality State Grants	--
Teacher Incentive Fund	--
Smaller Learning Communities_ Fund for the Improvement of Education	--
Payments for Federal Property (Section 8002)	--
Payments for Federally Connected Children (Section 8003)	--
Indian Education Formula Grants to Local Education Agencies	--
High School Equivalency Program (HEP) - Migrant Education	--
Migrant Education Program (MEP) -- Title I, Part C	--
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	--
Neglected and Delinquent State and Local	--
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	--
English Language Acquisition State Grants_ Title III State Formula Grant Program	--
School Improvement Fund	--
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	--
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	--
Comprehensive Regional Assistance Centers_ Comprehensive Centers	--
Rural Education Achievement Program (REAP)_ Rural and Low Income School Program	--

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Attribute Table - Programs - OESE's Technical Assistance

Program	OESE's Technical Assistance
Race to the Top	--
Race to the Top Assessment	--
State Fiscal Stabilization Fund	--
Education Jobs Fund	--
National Professional Development Program	--
Charter Schools Program (SEAs)	--
Investing in Innovation Program (i3)	--
Promise Neighborhoods Program	--
Transition to Teaching	--
TRIO_ Student Support Services	--
TRIO_ Talent Search	--
TRIO_ Upward Bound	--
GEAR UP	--
FIPSE – Comprehensive	--
International_ National Resources Centers	--
International_ Undergraduate International Studies and Foreign Language	--
International_ Centers for International Business Education	--
Physical Education Program (PEP)	--
Readiness and Emergency Management Service (REMS)	--
Safe Schools Healthy Students (SS_HS)	--
Lead Agency Early Intervention Coordinators	--
State Directors of Special Education	--
Adult Education and Family Literacy to the State Directors of Adult Ed	--
Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed	--
Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS_MIT	--
21st Century Community Learning Centers	50
Mathematics and Science Partnerships	78
Striving Readers	70
Improving Teacher Quality State Grants	81
Teacher Incentive Fund	66
Smaller Learning Communities_ Fund for the Improvement of Education	80
Payments for Federal Property (Section 8002)	72
Payments for Federally Connected Children (Section 8003)	77
Indian Education Formula Grants to Local Education Agencies	78
High School Equivalency Program (HEP) - Migrant Education	80
Migrant Education Program (MEP) -- Title I, Part C	64
Education for Homeless Children and Youth Grants for State and Local Activities_ McKinney-Vento Education for Homeless Children and Youth Program	81
Neglected and Delinquent State and Local	78
Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	75
English Language Acquisition State Grants_ Title III State Formula Grant Program	73
School Improvement Fund	73
Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants	52
Rural Education Achievement Program (REAP)_ Small, Rural School Grant Achievement (SRSA) program	72
Comprehensive Regional Assistance Centers_ Comprehensive Centers	78
Rural Education Achievement Program (REAP)_ Rural and Low Income School Program	80

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Program - Race to the Top
Attribute Table

	2011
	Scores
Sample Size	8
ED Staff/Coordination	83
Knowledge of relevant legislation, regulations, policies, and procedures	88
Responsiveness to your questions	85
Accuracy of responses	85
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	76
Collaboration with other ED programs or offices in providing relevant services	83
ED-funded Technical Assistance	68
Knowledge of relevant legislation, regulations, policies, and procedures	67
Responsiveness to your questions	67
Accuracy of responses	78
Sufficiency of legal guidance in responses	75
Consistency of responses with ED staff	82
Collaboration with ED staff in providing relevant services	80
Collaboration with other ED-funded providers of technical assistance	80
Online Resources	62
Ease of finding materials online	58
Ease of submitting information to ED via the web	69
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Race to the Top
Attribute Table

	2011
	Scores
Sample Size	8
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	66
ED's effectiveness in using technology to deliver its services	79
ED's quality of assistance	56
Effectiveness of automated process in improving state/LEA reporting	53
Expected reduction in federal paperwork	37
Documents	75
Clarity	75
Organization of information	78
Sufficiency of detail to meet your program needs	72
Relevance to your areas of need	78
Comprehensiveness in addressing the scope of issues that you face	74
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	61
How satisfied are you with ED's products and services	67
How well ED's products and services meet expectations	60
How well ED compares with ideal products and services	57

Department of Education - Grantee Satisfaction Study
 2011
 Program - Race to the Top
 Attribute Table

	2011
	Scores
Sample Size	8
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Race to the Top	86
Accessibility of ISU staff	86
Responsiveness of ISU staff	84
Working relationship with ISU staff	89
Clarity of information provided by ISU staff	78
Usefulness of information provided by ISU staff	76
Support provided by ISU staff to develop and implement a high-quality program	70

Department of Education - Grantee Satisfaction Study
2011
Program - Race to the Top
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	88%	7
Do not have interaction	13%	1
Don't Know	0%	0
Number of Respondents		8
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	38%	3
Other electronic system	38%	3
Do not use electronic system, submit hard copy	25%	2
Number of Respondents		8
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	0%	0
Agree	88%	7
Disagree	0%	0
Strongly Disagree	13%	1
Does Not Apply	0%	0
Number of Respondents		8
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	8
Number of Respondents		8

Department of Education - Grantee Satisfaction Study
2011
Program - Race to the Top Assessment
Attribute Table

	2011
	Scores
Sample Size	2
ED Staff/Coordination	74
Knowledge of relevant legislation, regulations, policies, and procedures	78
Responsiveness to your questions	72
Accuracy of responses	72
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	78
Collaboration with other ED programs or offices in providing relevant services	72
ED-funded Technical Assistance	--
Knowledge of relevant legislation, regulations, policies, and procedures	--
Responsiveness to your questions	--
Accuracy of responses	--
Sufficiency of legal guidance in responses	--
Consistency of responses with ED staff	--
Collaboration with ED staff in providing relevant services	--
Collaboration with other ED-funded providers of technical assistance	--
Online Resources	72
Ease of finding materials online	56
Ease of submitting information to ED via the web	78
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Race to the Top Assessment
Attribute Table

	2011
	Scores
Sample Size	2
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	42
ED's effectiveness in using technology to deliver its services	50
ED's quality of assistance	39
Effectiveness of automated process in improving state/LEA reporting	56
Expected reduction in federal paperwork	56
Documents	67
Clarity	61
Organization of information	61
Sufficiency of detail to meet your program needs	72
Relevance to your areas of need	72
Comprehensiveness in addressing the scope of issues that you face	67
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	58
How satisfied are you with ED's products and services	61
How well ED's products and services meet expectations	50
How well ED compares with ideal products and services	61

Department of Education - Grantee Satisfaction Study
 2011
 Program - Race to the Top Assessment
 Attribute Table

	2011
	Scores
Sample Size	2
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Race to the Top Assessment	72
Accessibility of ISU staff	72
Responsiveness of ISU staff	72
Working relationship with ISU staff	72

Department of Education - Grantee Satisfaction Study
2011
Program - Race to the Top Assessment
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	50%	1
Don't Know	50%	1
Number of Respondents		2
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	50%	1
Other electronic system	0%	0
Do not use electronic system, submit hard copy	50%	1
Number of Respondents		2
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	0%	0
Agree	100%	2
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		2
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	2
Number of Respondents		2

Department of Education - Grantee Satisfaction Study
2011
Program - State Fiscal Stabilization Fund

	2010	2011
	Scores	Scores
Sample Size	10	17
ED Staff/Coordination	75	71
Knowledge of relevant legislation, regulations, policies, and procedures	76	78
Responsiveness to your questions	82	75
Accuracy of responses	76	75
Sufficiency of legal guidance in responses	78	71
Consistency of responses with ED staff from different program offices	62	65
Collaboration with other ED programs or offices in providing relevant services	67	69
ED-funded Technical Assistance	--	65
Knowledge of relevant legislation, regulations, policies, and procedures	--	67
Responsiveness to your questions	--	64
Accuracy of responses	--	61
Sufficiency of legal guidance in responses	--	67
Consistency of responses with ED staff	--	67
Collaboration with ED staff in providing relevant services	--	67
Collaboration with other ED-funded providers of technical assistance	--	56
Online Resources	74	55
Ease of finding materials online	70	51
Ease of submitting information to ED via the web	81	56
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	75	57
ED's effectiveness in using technology to deliver its services	83	69
ED's quality of assistance	65	51
Effectiveness of automated process in improving state/LEA reporting	67	52
Expected reduction in federal paperwork	72	38

Department of Education - Grantee Satisfaction Study
2011
Program - State Fiscal Stabilization Fund

	2010	2011
	Scores	Scores
Sample Size	10	17
Documents	76	61
Clarity	72	61
Organization of information	77	64
Sufficiency of detail to meet your program needs	72	58
Relevance to your areas of need	80	62
Comprehensiveness in addressing the scope of issues that you face	77	58
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	67	--
Effectiveness of OESE in helping you learn to implement grant programs	78	--
Usefulness of OESE's technical assistance services as a model	72	--
ACSI	73	54
How satisfied are you with ED's products and services	81	60
How well ED's products and services meet expectations	75	51
How well ED compares with ideal products and services	68	48
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
State Fiscal Stabilization Fund		
Accessibility of ISU staff	76	73
Responsiveness of ISU staff	76	73
Working relationship with ISU staff	76	73
Clarity of information provided by ISU staff	--	70
Usefulness of information provided by ISU staff	--	68
Support provided by ISU staff to develop and implement a high-quality program	--	63

Department of Education - Grantee Satisfaction Study
2011
Program - State Fiscal Stabilization Fund
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	45%	25	24%	4
Do not have interaction	48%	27	59%	10
Don't Know	7%	4	18%	3
Number of Respondents		56		17
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	54%	30	53%	9
Other electronic system	27%	15	41%	7
Do not use electronic system, submit hard copy	20%	11	6%	1
Number of Respondents		56		17
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	13%	7	12%	2
Agree	73%	41	59%	10
Disagree	9%	5	24%	4
Strongly Disagree	4%	2	6%	1
Does Not Apply	2%	1	0%	0
Number of Respondents		56		17
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	2%	1	0%	0
Have not issued complaint	98%	55	100%	17
Number of Respondents		56		17
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	60%	3	0%	0
Have not attended	40%	2	0%	0
Number of Respondents		5		0

Department of Education - Grantee Satisfaction Study
2011
Program - State Fiscal Stabilization Fund
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	79%	15	0%	0
Did not use	21%	4	0%	0
Number of Respondents		19		0
Contacted the Impact Aid Program for technical assistance				
Contacted	32%	6	0%	0
Did not contact	68%	13	0%	0
Number of Respondents		19		0
School district contacted by the Impact Aid Program in the past year				
Contacted	47%	9	0%	0
Was not contacted	53%	10	0%	0
Number of Respondents		19		0
Receive timely communications regarding outcome of review				
Received	56%	5	0%	0
Did not receive	44%	4	0%	0
Number of Respondents		9		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	38%	6	0%	0
Have not received visit	56%	9	0%	0
Don't know	6%	1	0%	0
Number of Respondents		16		0

Department of Education - Grantee Satisfaction Study
2011
Program - Education Jobs Fund
Attribute Table

	2011
	Scores
Sample Size	11
ED Staff/Coordination	72
Knowledge of relevant legislation, regulations, policies, and procedures	78
Responsiveness to your questions	71
Accuracy of responses	79
Sufficiency of legal guidance in responses	69
Consistency of responses with ED staff from different program offices	67
Collaboration with other ED programs or offices in providing relevant services	54
ED-funded Technical Assistance	46
Knowledge of relevant legislation, regulations, policies, and procedures	48
Responsiveness to your questions	48
Accuracy of responses	48
Sufficiency of legal guidance in responses	41
Consistency of responses with ED staff	44
Collaboration with ED staff in providing relevant services	48
Collaboration with other ED-funded providers of technical assistance	48
Online Resources	58
Ease of finding materials online	56
Ease of submitting information to ED via the web	62
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Education Jobs Fund
Attribute Table

	2011
	Scores
Sample Size	11
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	61
ED's effectiveness in using technology to deliver its services	72
ED's quality of assistance	59
Effectiveness of automated process in improving state/LEA reporting	56
Expected reduction in federal paperwork	41
Documents	68
Clarity	68
Organization of information	73
Sufficiency of detail to meet your program needs	66
Relevance to your areas of need	71
Comprehensiveness in addressing the scope of issues that you face	65
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	56
How satisfied are you with ED's products and services	64
How well ED's products and services meet expectations	54
How well ED compares with ideal products and services	51

Department of Education - Grantee Satisfaction Study
 2011
 Program - Education Jobs Fund
 Attribute Table

	2011
	Scores
Sample Size	11
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Education Jobs Fund	66
Accessibility of ISU staff	62
Responsiveness of ISU staff	64
Working relationship with ISU staff	67
Clarity of information provided by ISU staff	67
Usefulness of information provided by ISU staff	69
Support provided by ISU staff to develop and implement a high-quality program	67

Department of Education - Grantee Satisfaction Study
2011
Program - Education Jobs Fund
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	27%	3
Do not have interaction	64%	7
Don't Know	9%	1
Number of Respondents	11	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	64%	7
Other electronic system	27%	3
Do not use electronic system, submit hard copy	9%	1
Number of Respondents	11	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	0%	0
Agree	73%	8
Disagree	18%	2
Strongly Disagree	9%	1
Does Not Apply	0%	0
Number of Respondents	11	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	11
Number of Respondents	11	

Department of Education - Grantee Satisfaction Study
2011
Program - National Professional Development Program
Attribute Table

	2011
	Scores
Sample Size	69
ED Staff/Coordination	86
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	82
Accuracy of responses	88
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	92
ED-funded Technical Assistance	95
Knowledge of relevant legislation, regulations, policies, and procedures	97
Responsiveness to your questions	93
Accuracy of responses	95
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff	94
Collaboration with ED staff in providing relevant services	95
Collaboration with other ED-funded providers of technical assistance	93
Online Resources	73
Ease of finding materials online	72
Ease of submitting information to ED via the web	75
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - National Professional Development Program
Attribute Table

	2011
	Scores
Sample Size	69
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	73
ED's effectiveness in using technology to deliver its services	76
ED's quality of assistance	84
Effectiveness of automated process in improving state/LEA reporting	85
Expected reduction in federal paperwork	70
Documents	76
Clarity	75
Organization of information	77
Sufficiency of detail to meet your program needs	75
Relevance to your areas of need	78
Comprehensiveness in addressing the scope of issues that you face	75
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	72
How satisfied are you with ED's products and services	78
How well ED's products and services meet expectations	68
How well ED compares with ideal products and services	68

Department of Education - Grantee Satisfaction Study
 2011
 Program - National Professional Development Program
 Attribute Table

	2011
	Scores
Sample Size	69
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
National Professional Development Program	80
Usefulness of grantee meetings in providing information	80
Usefulness of application materials in assisting with preparing application	81
Usefulness of 2011 Webinar in assisting with preparing application	76
Timeliness of NPD program specialist in responding to inquiries	80
Helpfulness of technical assistance from specialist on grantee requirements	79
Helpfulness of NCELA website in assisting with ELL related resources	83

Department of Education - Grantee Satisfaction Study
2011
Program - National Professional Development Program
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	23%	16
Do not have interaction	65%	45
Don't Know	12%	8
Number of Respondents		69
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	20%	14
Other electronic system	54%	37
Do not use electronic system, submit hard copy	26%	18
Number of Respondents		69
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	30%	21
Agree	52%	36
Disagree	14%	10
Strongly Disagree	0%	0
Does Not Apply	3%	2
Number of Respondents		69
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	69
Number of Respondents		69

Department of Education - Grantee Satisfaction Study
2011
Program - Charter Schools Program (SEAs)
Attribute Table

	2011
	Scores
Sample Size	23
ED Staff/Coordination	73
Knowledge of relevant legislation, regulations, policies, and procedures	78
Responsiveness to your questions	76
Accuracy of responses	78
Sufficiency of legal guidance in responses	70
Consistency of responses with ED staff from different program offices	65
Collaboration with other ED programs or offices in providing relevant services	63
ED-funded Technical Assistance	76
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	75
Accuracy of responses	77
Sufficiency of legal guidance in responses	71
Consistency of responses with ED staff	77
Collaboration with ED staff in providing relevant services	80
Collaboration with other ED-funded providers of technical assistance	78
Online Resources	62
Ease of finding materials online	61
Ease of submitting information to ED via the web	61
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Charter Schools Program (SEAs)
Attribute Table

	2011
	Scores
Sample Size	23
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	68
ED's effectiveness in using technology to deliver its services	78
ED's quality of assistance	62
Effectiveness of automated process in improving state/LEA reporting	63
Expected reduction in federal paperwork	60
Documents	72
Clarity	73
Organization of information	74
Sufficiency of detail to meet your program needs	69
Relevance to your areas of need	75
Comprehensiveness in addressing the scope of issues that you face	67
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	61
How satisfied are you with ED's products and services	69
How well ED's products and services meet expectations	59
How well ED compares with ideal products and services	54

Department of Education - Grantee Satisfaction Study
 2011
 Program - Charter Schools Program (SEAs)
 Attribute Table

	2011
	Scores
Sample Size	23
Complaint	4
Issued a formal complaint about assistance received from ED staff member	4
Charter Schools Program (SEAs)	75
Ease of reaching the person who could address your concern	80
Timeliness of CSP staff response	75
Ability of CSP staff to resolve your issue	75
Working relationship with CSP staff	83
Usefulness of annual project directors meeting for grantees	82
Effectiveness of monitoring in identifying and correcting compliance issues	63
Effectiveness of monitoring in helping improve program quality	58

Department of Education - Grantee Satisfaction Study
2011
Program - Charter Schools Program (SEAs)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	78%	18
Do not have interaction	13%	3
Don't Know	9%	2
Number of Respondents	23	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	52%	12
Other electronic system	48%	11
Do not use electronic system, submit hard copy	0%	0
Number of Respondents	23	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	17%	4
Agree	52%	12
Disagree	26%	6
Strongly Disagree	4%	1
Does Not Apply	0%	0
Number of Respondents	23	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	4%	1
Have not issued complaint	96%	22
Number of Respondents	23	

Department of Education - Grantee Satisfaction Study
 2011
 Program - Investing in Innovation Program (i3)
 Attribute Table

	2011
	Scores
Sample Size	27
ED Staff/Coordination	89
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	89
Accuracy of responses	92
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	83
Knowledge of relevant legislation, regulations, policies, and procedures	81
Responsiveness to your questions	81
Accuracy of responses	85
Sufficiency of legal guidance in responses	71
Consistency of responses with ED staff	84
Collaboration with ED staff in providing relevant services	84
Collaboration with other ED-funded providers of technical assistance	79
Online Resources	67
Ease of finding materials online	67
Ease of submitting information to ED via the web	66
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Investing in Innovation Program (i3)
Attribute Table

	2011
	Scores
Sample Size	27
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	67
ED's effectiveness in using technology to deliver its services	72
ED's quality of assistance	60
Effectiveness of automated process in improving state/LEA reporting	56
Expected reduction in federal paperwork	69
Documents	71
Clarity	71
Organization of information	74
Sufficiency of detail to meet your program needs	69
Relevance to your areas of need	70
Comprehensiveness in addressing the scope of issues that you face	69
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	69
How satisfied are you with ED's products and services	75
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	60

Department of Education - Grantee Satisfaction Study
 2011
 Program - Investing in Innovation Program (i3)
 Attribute Table

	2011
	Scores
Sample Size	27
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Investing in Innovation Program (i3)	86
Staff's responsiveness to answering questions	89
Dissemination of accurate information	88
Dissemination of information in a timely manner	90
Supportiveness in helping complete required quarterly ARRA reporting	91
Supportiveness in helping with private sector match requirements	71
Added value of monthly monitoring calls	77
Abt's responsiveness to answering questions	84
Abt's support to positively impact evaluation design and performance objectives	79

Department of Education - Grantee Satisfaction Study
2011
Program - Investing in Innovation Program (i3)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	59%	16
Do not have interaction	26%	7
Don't Know	15%	4
Number of Respondents	27	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	41%	11
Other electronic system	37%	10
Do not use electronic system, submit hard copy	22%	6
Number of Respondents	27	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	15%	4
Agree	67%	18
Disagree	15%	4
Strongly Disagree	4%	1
Does Not Apply	0%	0
Number of Respondents	27	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	27
Number of Respondents	27	

Department of Education - Grantee Satisfaction Study
2011
Program - Promise Neighborhoods Program
Attribute Table

	2011
	Scores
Sample Size	5
ED Staff/Coordination	93
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	96
Accuracy of responses	93
Sufficiency of legal guidance in responses	91
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	91
ED-funded Technical Assistance	95
Knowledge of relevant legislation, regulations, policies, and procedures	89
Responsiveness to your questions	94
Accuracy of responses	94
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff	100
Collaboration with ED staff in providing relevant services	94
Collaboration with other ED-funded providers of technical assistance	94
Online Resources	79
Ease of finding materials online	78
Ease of submitting information to ED via the web	80
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Promise Neighborhoods Program
Attribute Table

	2011
	Scores
Sample Size	5
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	78
ED's effectiveness in using technology to deliver its services	78
ED's quality of assistance	81
Effectiveness of automated process in improving state/LEA reporting	81
Expected reduction in federal paperwork	78
Documents	86
Clarity	87
Organization of information	84
Sufficiency of detail to meet your program needs	87
Relevance to your areas of need	84
Comprehensiveness in addressing the scope of issues that you face	89
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	86
How satisfied are you with ED's products and services	91
How well ED's products and services meet expectations	89
How well ED compares with ideal products and services	78

Department of Education - Grantee Satisfaction Study
 2011
 Program - Promise Neighborhoods Program
 Attribute Table

	2011
	Scores
Sample Size	5
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Promise Neighborhoods Program	90
Usefulness of ED staff technical assistance as a model	87
Usefulness of webinars as format for providing technical assistance	69
Usefulness of PN New Grantee Meeting	91
Usefulness of quarterly calls with PN staff	96

Department of Education - Grantee Satisfaction Study
2011
Program - Promise Neighborhoods Program
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	40%	2
Do not have interaction	40%	2
Don't Know	20%	1
Number of Respondents		5
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	20%	1
Other electronic system	40%	2
Do not use electronic system, submit hard copy	40%	2
Number of Respondents		5
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		5
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	5
Number of Respondents		5
ED staff do a good job in communicating expectations		
Do a good job	100%	5
Number of Respondents		5
Frequency of interaction with ED staff		
Monthly	60%	3
A few times a year	40%	2
Number of Respondents		5

Department of Education - Grantee Satisfaction Study
2011
Program - Transition to Teaching
Attribute Table

	2011
	Scores
Sample Size	56
ED Staff/Coordination	93
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	93
Accuracy of responses	95
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff from different program offices	92
Collaboration with other ED programs or offices in providing relevant services	92
ED-funded Technical Assistance	89
Knowledge of relevant legislation, regulations, policies, and procedures	94
Responsiveness to your questions	88
Accuracy of responses	89
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	88
Collaboration with ED staff in providing relevant services	93
Collaboration with other ED-funded providers of technical assistance	89
Online Resources	69
Ease of finding materials online	71
Ease of submitting information to ED via the web	66
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Transition to Teaching
Attribute Table

	2011
	Scores
Sample Size	56
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	72
ED's effectiveness in using technology to deliver its services	75
ED's quality of assistance	73
Effectiveness of automated process in improving state/LEA reporting	67
Expected reduction in federal paperwork	69
Documents	82
Clarity	81
Organization of information	84
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	82
Comprehensiveness in addressing the scope of issues that you face	80
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	76
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	74
How well ED compares with ideal products and services	70

Department of Education - Grantee Satisfaction Study
2011
Program - Transition to Teaching
Attribute Table

	2011
	Scores
Sample Size	56
Complaint	4
Issued a formal complaint about assistance received from ED staff member	4
Transition to Teaching	83
Providing an interpretation of TTT Authorizing Legislation	88
Assisting with completing Annual Performance Reports	88
Assisting with completing Interim Evaluation Report	90
Assisting with completing Interim Online Survey	88
Assisting with completing Final Evaluation Report	90
Assisting with completing Final Online Survey	90
Providing targeted assistance and support to better meet goals and objectives	87
Reporting GPRA measures and project specific objectives using ED 524B form	78
Reporting budgetary information using ED 524 Budget Summary form	77
Verifying previously reported data using the Data Verification Sheet	77
Providing info on website needed to inform work and better understand program	76
Providing relevant and useful information through listserv	80
Informing you of recent developments in area of Teacher Quality through listserv	81

Department of Education - Grantee Satisfaction Study
2011
Program - Transition to Teaching
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	25%	14
Do not have interaction	64%	36
Don't Know	11%	6
Number of Respondents	56	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	30%	17
Other electronic system	41%	23
Do not use electronic system, submit hard copy	29%	16
Number of Respondents	56	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	34%	19
Agree	57%	32
Disagree	7%	4
Strongly Disagree	0%	0
Does Not Apply	2%	1
Number of Respondents	56	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	4%	2
Have not issued complaint	96%	54
Number of Respondents	56	

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Student Support Services
Attribute Table

	2011
	Scores
Sample Size	67
ED Staff/Coordination	74
Knowledge of relevant legislation, regulations, policies, and procedures	79
Responsiveness to your questions	73
Accuracy of responses	77
Sufficiency of legal guidance in responses	73
Consistency of responses with ED staff from different program offices	66
Collaboration with other ED programs or offices in providing relevant services	74
ED-funded Technical Assistance	80
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	81
Accuracy of responses	83
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff	74
Collaboration with ED staff in providing relevant services	78
Collaboration with other ED-funded providers of technical assistance	83
Online Resources	73
Ease of finding materials online	68
Ease of submitting information to ED via the web	80
Websites and Databases Overall	79
Field Reader System overall	78
Grants.gov overall	77
e-Grants overall	76
G5 overall	61
FIPSE Online Database overall	78
FIPSE Web Pages overall	78
GEAR UP Database overall	92
GEAR UP Web Pages overall	92
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	84
TRIO Web Pages overall	79
Websites and Databases - Problem Mitigation	85
Field Reader System - problem mitigation	91
Grants.gov - problem mitigation	85
e-Grants - problem mitigation	83
G5 - problem mitigation	69
FIPSE Online Database - problem mitigation	89
FIPSE Web Pages - problem mitigation	92
GEAR UP Database - problem mitigation	94
GEAR UP Web Pages - problem mitigation	93
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	86
TRIO Web Pages - problem mitigation	90

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Student Support Services
Attribute Table

	2011
	Scores
Sample Size	67
Technology	71
ED's effectiveness in using technology to deliver its services	71
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	82
Program Purpose	84
Program Priorities	82
Selection Criteria	82
Review Process	75
Budget Information and Forms	76
Deadline for Submission	86
Dollar Limit on Awards	80
Page Limitation Instructions	84
Formatting Instructions	82
Program Contact	83
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	67
How satisfied are you with ED's products and services	74
How well ED's products and services meet expectations	64
How well ED compares with ideal products and services	61
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Student Support Services
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	45%	30
Do not have interaction	46%	31
Don't Know	9%	6
Number of Respondents		67
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents		0
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	15%	10
Agree	67%	45
Disagree	13%	9
Strongly Disagree	4%	3
Does Not Apply	0%	0
Number of Respondents		67
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	67
Number of Respondents		67
Knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	26%	16
Meets expectations	66%	41
Does not meet expectations	8%	5
Number of Respondents		62

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Student Support Services
Demographics

	2011	
	Percent	Frequency
Responsiveness to inquiries		
Exceeds expectations	38%	25
Meets expectations	45%	29
Does not meet expectations	17%	11
Number of Respondents	65	
Ability to assist in resolution of critical internal SSS program issues		
Exceeds expectations	29%	11
Meets expectations	58%	22
Does not meet expectations	13%	5
Number of Respondents	38	
Ability to interpret legislation and regulations		
Exceeds expectations	20%	11
Meets expectations	74%	40
Does not meet expectations	6%	3
Number of Respondents	54	
Knowledge of SSS annual performance report and ability to assist with questions		
Exceeds expectations	22%	10
Meets expectations	76%	35
Does not meet expectations	2%	1
Number of Respondents	46	
Ability to conduct post-award conference in a competent and collegial manner		
Exceeds expectations	35%	18
Meets expectations	59%	30
Does not meet expectations	6%	3
Number of Respondents	51	
Providing a successful resolution of issues		
Exceeds expectations	29%	15
Meets expectations	60%	31
Does not meet expectations	12%	6
Number of Respondents	52	
Processing of administrative action requests within 30 days		
Exceeds expectations	30%	15
Meets expectations	56%	28
Does not meet expectations	14%	7
Number of Respondents	50	
Ability to respond to issues without personal bias or administrative preference		
Exceeds expectations	31%	17
Meets expectations	58%	32
Does not meet expectations	11%	6
Number of Respondents	55	

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Talent Search
Attribute Table

	2011
	Scores
Sample Size	55
ED Staff/Coordination	69
Knowledge of relevant legislation, regulations, policies, and procedures	76
Responsiveness to your questions	69
Accuracy of responses	73
Sufficiency of legal guidance in responses	70
Consistency of responses with ED staff from different program offices	64
Collaboration with other ED programs or offices in providing relevant services	56
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	73
Responsiveness to your questions	83
Accuracy of responses	83
Sufficiency of legal guidance in responses	77
Consistency of responses with ED staff	76
Collaboration with ED staff in providing relevant services	71
Collaboration with other ED-funded providers of technical assistance	73
Online Resources	72
Ease of finding materials online	68
Ease of submitting information to ED via the web	77
Websites and Databases Overall	81
Field Reader System overall	71
Grants.gov overall	81
e-Grants overall	75
G5 overall	75
FIPSE Online Database overall	86
FIPSE Web Pages overall	73
GEAR UP Database overall	67
GEAR UP Web Pages overall	67
IRIS (Used by International Programs – IFLE) overall	56
IFLE Web Pages overall	67
TRIO Online APR System overall	85
TRIO Web Pages overall	82
Websites and Databases - Problem Mitigation	84
Field Reader System - problem mitigation	79
Grants.gov - problem mitigation	86
e-Grants - problem mitigation	76
G5 - problem mitigation	80
FIPSE Online Database - problem mitigation	74
FIPSE Web Pages - problem mitigation	74
GEAR UP Database - problem mitigation	83
GEAR UP Web Pages - problem mitigation	83
IRIS (Used by International Programs – IFLE) - problem mitigation	100
IFLE Web Pages - problem mitigation	100
TRIO Online APR System - problem mitigation	87
TRIO Web Pages - problem mitigation	85

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Talent Search
Attribute Table

	2011
	Scores
Sample Size	55
Technology	66
ED's effectiveness in using technology to deliver its services	66
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	83
Program Purpose	84
Program Priorities	81
Selection Criteria	80
Review Process	78
Budget Information and Forms	79
Deadline for Submission	88
Dollar Limit on Awards	84
Page Limitation Instructions	86
Formatting Instructions	84
Program Contact	82
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	65
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	63
How well ED compares with ideal products and services	60
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Talent Search
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	44%	24
Do not have interaction	44%	24
Don't Know	13%	7
Number of Respondents	55	
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents	0	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	15%	8
Agree	58%	32
Disagree	20%	11
Strongly Disagree	7%	4
Does Not Apply	0%	0
Number of Respondents	55	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	55
Number of Respondents	55	

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Talent Search
Demographics

	2011	
	Percent	Frequency
Responsiveness to your inquiries		
Exceeds expectations	33%	18
Meets expectations	41%	22
Does not meet expectations	26%	14
Number of Respondents	54	
Ability to assist in resolution of critical internal programmatic issues		
Exceeds expectations	24%	8
Meets expectations	53%	18
Does not meet expectations	24%	8
Number of Respondents	34	
Knowledge of annual performance report and ability to assist with questions		
Exceeds expectations	28%	11
Meets expectations	59%	23
Does not meet expectations	13%	5
Number of Respondents	39	
Knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	27%	14
Meets expectations	58%	30
Does not meet expectations	15%	8
Number of Respondents	52	
Processing of administrative action requests within 30 days		
Exceeds expectations	22%	9
Meets expectations	51%	21
Does not meet expectations	27%	11
Number of Respondents	41	
Ability to respond to issues without personal bias or administrative preference		
Exceeds expectations	22%	10
Meets expectations	51%	23
Does not meet expectations	27%	12
Number of Respondents	45	

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Upward Bound
Attribute Table

	2011
	Scores
Sample Size	69
ED Staff/Coordination	80
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	80
Accuracy of responses	84
Sufficiency of legal guidance in responses	79
Consistency of responses with ED staff from different program offices	75
Collaboration with other ED programs or offices in providing relevant services	78
ED-funded Technical Assistance	82
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	80
Accuracy of responses	85
Sufficiency of legal guidance in responses	85
Consistency of responses with ED staff	85
Collaboration with ED staff in providing relevant services	83
Collaboration with other ED-funded providers of technical assistance	84
Online Resources	77
Ease of finding materials online	77
Ease of submitting information to ED via the web	76
Websites and Databases Overall	81
Field Reader System overall	72
Grants.gov overall	80
e-Grants overall	79
G5 overall	86
FIPSE Online Database overall	84
FIPSE Web Pages overall	87
GEAR UP Database overall	92
GEAR UP Web Pages overall	87
IRIS (Used by International Programs – IFLE) overall	83
IFLE Web Pages overall	89
TRIO Online APR System overall	81
TRIO Web Pages overall	83
Websites and Databases - Problem Mitigation	81
Field Reader System - problem mitigation	72
Grants.gov - problem mitigation	82
e-Grants - problem mitigation	85
G5 - problem mitigation	84
FIPSE Online Database - problem mitigation	93
FIPSE Web Pages - problem mitigation	89
GEAR UP Database - problem mitigation	89
GEAR UP Web Pages - problem mitigation	89
IRIS (Used by International Programs – IFLE) - problem mitigation	94
IFLE Web Pages - problem mitigation	93
TRIO Online APR System - problem mitigation	82
TRIO Web Pages - problem mitigation	86

Department of Education - Grantee Satisfaction Study
2011
Program - TRIO: Upward Bound
Attribute Table

	2011
	Scores
Sample Size	69
Technology	77
ED's effectiveness in using technology to deliver its services	77
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	86
Program Purpose	85
Program Priorities	86
Selection Criteria	87
Review Process	81
Budget Information and Forms	82
Deadline for Submission	89
Dollar Limit on Awards	85
Page Limitation Instructions	87
Formatting Instructions	85
Program Contact	86
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	72
How satisfied are you with ED's products and services	78
How well ED's products and services meet expectations	70
How well ED compares with ideal products and services	67
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
 2011
 Program - TRIO: Upward Bound
 Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	36%	25
Do not have interaction	52%	36
Don't Know	12%	8
Number of Respondents		69
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents		0
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	22%	15
Agree	67%	46
Disagree	9%	6
Strongly Disagree	3%	2
Does Not Apply	0%	0
Number of Respondents		69
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	69
Number of Respondents		69
Responsiveness to your inquiries		
Exceeds expectations	28%	19
Meets expectations	55%	37
Does not meet expectations	16%	11
Number of Respondents		67

Department of Education - Grantee Satisfaction Study
 2011
 Program - TRIO: Upward Bound
 Demographics

	2011	
	Percent	Frequency
Knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	28%	18
Meets expectations	64%	41
Does not meet expectations	8%	5
Number of Respondents	64	
Ability to assist in resolution of critical internal programmatic issues		
Exceeds expectations	24%	10
Meets expectations	74%	31
Does not meet expectations	2%	1
Number of Respondents	42	
Ability to respond to issues without personal bias or administrative preference		
Exceeds expectations	25%	14
Meets expectations	65%	37
Does not meet expectations	11%	6
Number of Respondents	57	
Knowledge of annual performance report and ability to assist with questions		
Exceeds expectations	28%	15
Meets expectations	63%	34
Does not meet expectations	9%	5
Number of Respondents	54	
Processing of administrative action requests within 30 days		
Exceeds expectations	26%	14
Meets expectations	67%	36
Does not meet expectations	7%	4
Number of Respondents	54	

Department of Education - Grantee Satisfaction Study
2011
Program - GEAR UP
Attribute Table

	2011
	Scores
Sample Size	111
ED Staff/Coordination	89
Knowledge of relevant legislation, regulations, policies, and procedures	91
Responsiveness to your questions	91
Accuracy of responses	90
Sufficiency of legal guidance in responses	88
Consistency of responses with ED staff from different program offices	85
Collaboration with other ED programs or offices in providing relevant services	88
ED-funded Technical Assistance	86
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	85
Accuracy of responses	85
Sufficiency of legal guidance in responses	84
Consistency of responses with ED staff	85
Collaboration with ED staff in providing relevant services	84
Collaboration with other ED-funded providers of technical assistance	85
Online Resources	81
Ease of finding materials online	77
Ease of submitting information to ED via the web	85
Websites and Databases Overall	82
Field Reader System overall	84
Grants.gov overall	81
e-Grants overall	85
G5 overall	64
FIPSE Online Database overall	71
FIPSE Web Pages overall	73
GEAR UP Database overall	82
GEAR UP Web Pages overall	83
IRIS (Used by International Programs – IFLE) overall	44
IFLE Web Pages overall	44
TRIO Online APR System overall	82
TRIO Web Pages overall	85
Websites and Databases - Problem Mitigation	87
Field Reader System - problem mitigation	83
Grants.gov - problem mitigation	87
e-Grants - problem mitigation	90
G5 - problem mitigation	70
FIPSE Online Database - problem mitigation	74
FIPSE Web Pages - problem mitigation	83
GEAR UP Database - problem mitigation	88
GEAR UP Web Pages - problem mitigation	88
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	90
TRIO Web Pages - problem mitigation	89

Department of Education - Grantee Satisfaction Study
2011
Program - GEAR UP
Attribute Table

	2011
	Scores
Sample Size	111
Technology	72
ED's effectiveness in using technology to deliver its services	72
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	89
Program Purpose	90
Program Priorities	90
Selection Criteria	88
Review Process	86
Budget Information and Forms	85
Deadline for Submission	92
Dollar Limit on Awards	89
Page Limitation Instructions	88
Formatting Instructions	86
Program Contact	91
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	76
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	74
How well ED compares with ideal products and services	72
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
2011
Program - GEAR UP
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	42%	47
Do not have interaction	50%	55
Don't Know	8%	9
Number of Respondents	111	
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents	0	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	38%	42
Agree	52%	58
Disagree	7%	8
Strongly Disagree	2%	2
Does Not Apply	1%	1
Number of Respondents	111	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	111
Number of Respondents	111	
Working relationship with GEAR UP program staff		
Exceeds expectations	65%	72
Meets expectations	32%	36
Does not meet expectations	3%	3
Number of Respondents	111	
Level of accessibility to GEAR UP program staff		
Exceeds expectations	66%	73
Meets expectations	32%	36
Does not meet expectations	2%	2
Number of Respondents	111	
Responsiveness of GEAR UP program staff to inquiries		
Exceeds expectations	68%	75
Meets expectations	31%	34
Does not meet expectations	2%	2
Number of Respondents	111	
Quality of information or feedback received from GEAR UP program staff		
Exceeds expectations	60%	65
Meets expectations	34%	37
Does not meet expectations	6%	6
Number of Respondents	108	

Department of Education - Grantee Satisfaction Study
2011
Program - FIPSE – Comprehensive
Attribute Table

	2011
	Scores
Sample Size	36
ED Staff/Coordination	85
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	81
Accuracy of responses	91
Sufficiency of legal guidance in responses	84
Consistency of responses with ED staff from different program offices	85
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	87
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	89
Accuracy of responses	86
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	86
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	94
Online Resources	78
Ease of finding materials online	76
Ease of submitting information to ED via the web	80
Websites and Databases Overall	78
Field Reader System overall	73
Grants.gov overall	73
e-Grants overall	69
G5 overall	89
FIPSE Online Database overall	82
FIPSE Web Pages overall	80
GEAR UP Database overall	89
GEAR UP Web Pages overall	89
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	44

Department of Education - Grantee Satisfaction Study
2011
Program - FIPSE – Comprehensive
Attribute Table

	2011
	Scores
Sample Size	36
Websites and Databases - Problem Mitigation	86
Field Reader System - problem mitigation	89
Grants.gov - problem mitigation	82
e-Grants - problem mitigation	82
G5 - problem mitigation	96
FIPSE Online Database - problem mitigation	87
FIPSE Web Pages - problem mitigation	86
GEAR UP Database - problem mitigation	100
GEAR UP Web Pages - problem mitigation	100
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	66
ED's effectiveness in using technology to deliver its services	66
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	86
Program Purpose	87
Program Priorities	84
Selection Criteria	82
Review Process	80
Budget Information and Forms	83
Deadline for Submission	91
Dollar Limit on Awards	88
Page Limitation Instructions	88
Formatting Instructions	87
Program Contact	86
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	71
How satisfied are you with ED's products and services	79
How well ED's products and services meet expectations	68
How well ED compares with ideal products and services	64

Department of Education - Grantee Satisfaction Study
 2011
 Program - FIPSE – Comprehensive
 Attribute Table

	2011
	Scores
Sample Size	36
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
FIPSE - Comprehensive	78
The program specific guidelines were clear and helpful	81
Evaluator's Advice on Evaluation Design	80
Evaluator's Advice on Data Collection	77
Evaluator's Data-driven Feedback to Help You Fine-tune the Project	77
Overall Advice from Evaluator	79

Department of Education - Grantee Satisfaction Study
2011
Program - FIPSE – Comprehensive
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	11%	4
Do not have interaction	75%	27
Don't Know	14%	5
Number of Respondents		36
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents		0
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	31%	11
Agree	58%	21
Disagree	11%	4
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		36
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	36
Number of Respondents		36
Prepared successful application to FIPSE~		
Read guidelines	100%	36
Consulted with FIPSE program officer by e-mail	69%	25
Consulted with FIPSE program officer over the phone	72%	26
Met with a FIPSE program officer in person	17%	6
Consulted with prior FIPSE grantees	22%	8
Consulted with faculty at my institution regarding purpose and/or design of project	72%	26
Consulted with administrators at my institution regarding the purpose and/or design of the project	78%	28
Consulted with leadership at my institution regarding the purpose and/or design of the project	67%	24
Consulted the FIPSE Web site for information on past awards	83%	30
Consulted the FIPSE database for information on past awards	64%	23
Conducted a literature review to see if project would be considered innovative	81%	29
Asked a colleague to review and give feedback on grant proposal before submission	83%	30
Reviewed readers' comments from a previously unsuccessful application	25%	9
Other	8%	3
Number of Respondents		36

Department of Education - Grantee Satisfaction Study
2011
Program - FIPSE – Comprehensive
Demographics

	2011	
	Percent	Frequency
Feedback on Compliance Issues		
Exceeds expectations	20%	6
Meets expectations	70%	21
Does not meet expectations	10%	3
Number of Respondents	30	
Feedback on Fiscal Issues		
Exceeds expectations	23%	7
Meets expectations	74%	23
Does not meet expectations	3%	1
Number of Respondents	31	
Feedback on Grant Management Issues		
Exceeds expectations	32%	10
Meets expectations	55%	17
Does not meet expectations	13%	4
Number of Respondents	31	
Feedback on Evaluation Issues		
Exceeds expectations	18%	6
Meets expectations	67%	22
Does not meet expectations	15%	5
Number of Respondents	33	
Feedback on No-cost Extensions		
Exceeds expectations	50%	9
Meets expectations	44%	8
Does not meet expectations	6%	1
Number of Respondents	18	
Feedback on Annual Report		
Exceeds expectations	24%	7
Meets expectations	59%	17
Does not meet expectations	17%	5
Number of Respondents	29	
Feedback on Final Report		
Exceeds expectations	40%	4
Meets expectations	60%	6
Number of Respondents	10	
Feedback on Project Directors Meeting		
Exceeds expectations	39%	13
Meets expectations	39%	13
Does not meet expectations	15%	5
Is not useful	6%	2
Number of Respondents	33	

Department of Education - Grantee Satisfaction Study
2011
Program - International: National Resources Centers
Attribute Table

	2011
	Scores
Sample Size	77
ED Staff/Coordination	90
Knowledge of relevant legislation, regulations, policies, and procedures	91
Responsiveness to your questions	90
Accuracy of responses	93
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff from different program offices	87
Collaboration with other ED programs or offices in providing relevant services	91
ED-funded Technical Assistance	84
Knowledge of relevant legislation, regulations, policies, and procedures	88
Responsiveness to your questions	82
Accuracy of responses	86
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff	83
Collaboration with ED staff in providing relevant services	84
Collaboration with other ED-funded providers of technical assistance	88
Online Resources	69
Ease of finding materials online	67
Ease of submitting information to ED via the web	73
Websites and Databases Overall	73
Field Reader System overall	78
Grants.gov overall	72
e-Grants overall	76
G5 overall	67
FIPSE Online Database overall	81
FIPSE Web Pages overall	79
GEAR UP Database overall	89
GEAR UP Web Pages overall	89
IRIS (Used by International Programs – IFLE) overall	73
IFLE Web Pages overall	73
TRIO Online APR System overall	--
TRIO Web Pages overall	--
Websites and Databases - Problem Mitigation	81
Field Reader System - problem mitigation	73
Grants.gov - problem mitigation	76
e-Grants - problem mitigation	83
G5 - problem mitigation	89
FIPSE Online Database - problem mitigation	89
FIPSE Web Pages - problem mitigation	97
GEAR UP Database - problem mitigation	89
GEAR UP Web Pages - problem mitigation	89
IRIS (Used by International Programs – IFLE) - problem mitigation	82
IFLE Web Pages - problem mitigation	86
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--

Department of Education - Grantee Satisfaction Study
2011
Program - International: National Resources Centers
Attribute Table

	2011
	Scores
Sample Size	77
Technology	74
ED's effectiveness in using technology to deliver its services	74
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	88
Program Purpose	89
Program Priorities	87
Selection Criteria	85
Review Process	81
Budget Information and Forms	85
Deadline for Submission	93
Dollar Limit on Awards	85
Page Limitation Instructions	93
Formatting Instructions	89
Program Contact	93
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	75
How satisfied are you with ED's products and services	83
How well ED's products and services meet expectations	74
How well ED compares with ideal products and services	68
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1

Department of Education - Grantee Satisfaction Study
2011
Program - International: National Resources Centers
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	29%	22
Do not have interaction	60%	46
Don't Know	12%	9
Number of Respondents		77
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents		0
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	39%	30
Agree	52%	40
Disagree	8%	6
Strongly Disagree	0%	0
Does Not Apply	1%	1
Number of Respondents		77
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	1%	1
Have not issued complaint	99%	76
Number of Respondents		77
Staff provide reliable and accurate technical assistance		
Exceeds expectations	45%	33
Meets expectations	53%	39
Does not meet expectations	1%	1
Number of Respondents		73
Utilized NRC performance data that is publicly available on IRIS website		
Utilized data	40%	31
Did not utilize data	60%	46
Number of Respondents		77
Quality of NRC performance data		
Exceeds expectations	13%	4
Meets expectations	71%	22
Does not meet expectations	13%	4
Is not useful	3%	1
Number of Respondents		31

Department of Education - Grantee Satisfaction Study
2011
Program - International: National Resources Centers
Demographics

	2011	
	Percent	Frequency
Additional service the program could provide that would help ~		
Post more information online	52%	40
Post sample applications online	70%	54
Post frequently asked questions online	65%	50
Offer webinars with technical assistance on program requirements	47%	36
Offer webinars on reporting through IRIS	52%	40
Share more program performance data from other centers	60%	46
Other service	8%	6
Number of Respondents		77
NRC selection criteria are relevant		
Still relevant	87%	67
No longer relevant	13%	10
Number of Respondents		77
IRIS Frequently Asked Questions		
Exceeds expectations	18%	12
Meets expectations	71%	48
Does not meet expectations	12%	8
Number of Respondents		68
Staffs use of clear and concise written and verbal communication		
Exceeds expectations	53%	41
Meets expectations	45%	35
Does not meet expectations	1%	1
Number of Respondents		77
IRIS System User Manuals		
Exceeds expectations	13%	8
Meets expectations	75%	48
Does not meet expectations	13%	8
Number of Respondents		64
Staffs ability to resolve your issue		
Exceeds expectations	53%	40
Meets expectations	42%	32
Does not meet expectations	5%	4
Number of Respondents		76
Staff knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	48%	37
Meets expectations	49%	38
Does not meet expectations	3%	2
Number of Respondents		77
International Resource Information System IRIS System Help Desk response		
Exceeds expectations	22%	15
Meets expectations	70%	47
Does not meet expectations	7%	5
Number of Respondents		67
Staffs timeliness in answering questions		
Exceeds expectations	49%	38
Meets expectations	45%	35
Does not meet expectations	5%	4
Number of Respondents		77

Department of Education - Grantee Satisfaction Study
2011
Program - International: Undergraduate International Studies and Foreign Language
Attribute Table

	2011
	Scores
Sample Size	57
ED Staff/Coordination	96
Knowledge of relevant legislation, regulations, policies, and procedures	97
Responsiveness to your questions	96
Accuracy of responses	97
Sufficiency of legal guidance in responses	96
Consistency of responses with ED staff from different program offices	96
Collaboration with other ED programs or offices in providing relevant services	93
ED-funded Technical Assistance	88
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	85
Accuracy of responses	88
Sufficiency of legal guidance in responses	85
Consistency of responses with ED staff	89
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	90
Online Resources	80
Ease of finding materials online	78
Ease of submitting information to ED via the web	82
Websites and Databases Overall	84
Field Reader System overall	81
Grants.gov overall	81
e-Grants overall	83
G5 overall	81
FIPSE Online Database overall	80
FIPSE Web Pages overall	85
GEAR UP Database overall	--
GEAR UP Web Pages overall	78
IRIS (Used by International Programs – IFLE) overall	85
IFLE Web Pages overall	81
TRIO Online APR System overall	100
TRIO Web Pages overall	100
Websites and Databases - Problem Mitigation	90
Field Reader System - problem mitigation	87
Grants.gov - problem mitigation	85
e-Grants - problem mitigation	87
G5 - problem mitigation	78
FIPSE Online Database - problem mitigation	81
FIPSE Web Pages - problem mitigation	89
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	92
IFLE Web Pages - problem mitigation	92
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--

Department of Education - Grantee Satisfaction Study
2011
Program - International: Undergraduate International Studies and Foreign Language
Attribute Table

	2011
	Scores
Sample Size	57
Technology	81
ED's effectiveness in using technology to deliver its services	81
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	91
Program Purpose	91
Program Priorities	92
Selection Criteria	89
Review Process	85
Budget Information and Forms	82
Deadline for Submission	92
Dollar Limit on Awards	91
Page Limitation Instructions	94
Formatting Instructions	92
Program Contact	95
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	85
How satisfied are you with ED's products and services	90
How well ED's products and services meet expectations	82
How well ED compares with ideal products and services	82
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
2011
Program - International: Undergraduate International Studies and Foreign Language
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	19%	11
Do not have interaction	67%	38
Don't Know	14%	8
Number of Respondents		57
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents		0
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	65%	37
Agree	32%	18
Disagree	2%	1
Strongly Disagree	2%	1
Does Not Apply	0%	0
Number of Respondents		57
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	57
Number of Respondents		57
Usefulness of documents in the award package for UISFL project administration		
Exceeds expectations	59%	33
Meets expectations	39%	22
Does not meet expectations	2%	1
Number of Respondents		56
Additional service the program could provide that would help ~		
Post more information online	33%	19
Post sample applications online	65%	37
Post frequently asked questions online	70%	40
Offer webinars with technical assistance on program requirements	19%	11
Offer webinars on reporting through IRIS	28%	16
Other service	18%	10
Number of Respondents		57

Department of Education - Grantee Satisfaction Study
2011
Program - International: Undergraduate International Studies and Foreign Language
Demographics

	2011	
	Percent	Frequency
IRIS Help Desk		
Exceeds expectations	25%	14
Meets expectations	70%	40
Does not meet expectations	5%	3
Number of Respondents	57	
IRIS User Manuals		
Exceeds expectations	19%	11
Meets expectations	72%	41
Does not meet expectations	9%	5
Number of Respondents	57	
Staffs timeliness in answering questions		
Exceeds expectations	82%	47
Meets expectations	16%	9
Does not meet expectations	2%	1
Number of Respondents	57	
Staffs ability to resolve your issue		
Exceeds expectations	86%	49
Meets expectations	12%	7
Does not meet expectations	2%	1
Number of Respondents	57	
Staffs use of clear and concise written and verbal communication		
Exceeds expectations	77%	44
Meets expectations	19%	11
Does not meet expectations	4%	2
Number of Respondents	57	
Staff knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	82%	45
Meets expectations	16%	9
Does not meet expectations	2%	1
Number of Respondents	55	
Staff provides reliable and accurate technical assistance		
Exceeds expectations	80%	43
Meets expectations	19%	10
Does not meet expectations	2%	1
Number of Respondents	54	

Department of Education - Grantee Satisfaction Study
2011
Program - International: Centers for International Business Education
Attribute Table

	2011
	Scores
Sample Size	25
ED Staff/Coordination	90
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	91
Accuracy of responses	90
Sufficiency of legal guidance in responses	87
Consistency of responses with ED staff from different program offices	87
Collaboration with other ED programs or offices in providing relevant services	93
ED-funded Technical Assistance	88
Knowledge of relevant legislation, regulations, policies, and procedures	91
Responsiveness to your questions	87
Accuracy of responses	87
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	92
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	89
Online Resources	70
Ease of finding materials online	70
Ease of submitting information to ED via the web	70
Websites and Databases Overall	74
Field Reader System overall	69
Grants.gov overall	76
e-Grants overall	74
G5 overall	83
FIPSE Online Database overall	69
FIPSE Web Pages overall	72
GEAR UP Database overall	89
GEAR UP Web Pages overall	89
IRIS (Used by International Programs – IFLE) overall	70
IFLE Web Pages overall	80
TRIO Online APR System overall	89
TRIO Web Pages overall	89
Websites and Databases - Problem Mitigation	76
Field Reader System - problem mitigation	78
Grants.gov - problem mitigation	83
e-Grants - problem mitigation	83
G5 - problem mitigation	89
FIPSE Online Database - problem mitigation	67
FIPSE Web Pages - problem mitigation	67
GEAR UP Database - problem mitigation	78
GEAR UP Web Pages - problem mitigation	61
IRIS (Used by International Programs – IFLE) - problem mitigation	79
IFLE Web Pages - problem mitigation	83
TRIO Online APR System - problem mitigation	89
TRIO Web Pages - problem mitigation	89

Department of Education - Grantee Satisfaction Study
2011
Program - International: Centers for International Business Education
Attribute Table

	2011
	Scores
Sample Size	25
Technology	71
ED's effectiveness in using technology to deliver its services	71
ED's quality of assistance	--
Effectiveness of automated process in improving state/LEA reporting	--
Expected reduction in federal paperwork	--
Documents	--
Clarity	--
Organization of information	--
Sufficiency of detail to meet your program needs	--
Relevance to your areas of need	--
Comprehensiveness in addressing the scope of issues that you face	--
Information in Application Package	92
Program Purpose	90
Program Priorities	92
Selection Criteria	89
Review Process	86
Budget Information and Forms	86
Deadline for Submission	95
Dollar Limit on Awards	93
Page Limitation Instructions	95
Formatting Instructions	93
Program Contact	95
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	73
How satisfied are you with ED's products and services	82
How well ED's products and services meet expectations	71
How well ED compares with ideal products and services	67
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
2011
Program - International: Centers for International Business Education
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	24%	6
Do not have interaction	68%	17
Don't Know	8%	2
Number of Respondents	25	
Reporting system used for reporting accountability data		
EDEN/EDFacts	0%	0
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents	0	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	24%	6
Agree	72%	18
Disagree	4%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	25	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	25
Number of Respondents	25	
Staffs timeliness in answering questions		
Exceeds expectations	52%	13
Meets expectations	40%	10
Does not meet expectations	8%	2
Number of Respondents	25	
Staff knowledge of relevant legislation regulations policies and procedures		
Exceeds expectations	68%	17
Meets expectations	28%	7
Does not meet expectations	4%	1
Number of Respondents	25	
Staffs ability to resolve your issue		
Exceeds expectations	67%	16
Meets expectations	25%	6
Does not meet expectations	8%	2
Number of Respondents	24	

Department of Education - Grantee Satisfaction Study
2011
Program - International: Centers for International Business Education
Demographics

	2011	
	Percent	Frequency
Staffs use of clear and concise written and verbal communication		
Exceeds expectations	56%	14
Meets expectations	36%	9
Does not meet expectations	8%	2
Number of Respondents	25	
Staff provides reliable and accurate technical assistance		
Exceeds expectations	36%	9
Meets expectations	64%	16
Number of Respondents	25	
International Resource Information System IRIS System Help Desk response		
Exceeds expectations	17%	4
Meets expectations	74%	17
Does not meet expectations	9%	2
Number of Respondents	23	
IRIS System User Manuals		
Exceeds expectations	10%	2
Meets expectations	80%	16
Does not meet expectations	10%	2
Number of Respondents	20	
IRIS Frequently Asked Questions		
Exceeds expectations	5%	1
Meets expectations	84%	16
Does not meet expectations	11%	2
Number of Respondents	19	
Utilized CIBE performance data that is publically available on IRIS website		
Utilized data	56%	14
Did not utilize data	44%	11
Number of Respondents	25	
Quality of CIBE performance data		
Exceeds expectations	7%	1
Meets expectations	93%	13
Number of Respondents	14	
Additional service the program could provide that would help ~		
Post more information online	52%	13
Post sample applications online	40%	10
Post frequently asked questions online	68%	17
Offer webinars with technical assistance on program requirements	24%	6
Offer webinars on reporting through IRIS	52%	13
Share more program performance data from other centers	36%	9
Other service	4%	1
Number of Respondents	25	
CIBE selection criteria are relevant		
Still relevant	96%	24
No longer relevant	4%	1
Number of Respondents	25	

Department of Education - Grantee Satisfaction Study
2011
Program - Physical Education Program (PEP)
Attribute Table

	2011
	Scores
Sample Size	46
ED Staff/Coordination	80
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	73
Accuracy of responses	82
Sufficiency of legal guidance in responses	86
Consistency of responses with ED staff from different program offices	78
Collaboration with other ED programs or offices in providing relevant services	77
ED-funded Technical Assistance	97
Knowledge of relevant legislation, regulations, policies, and procedures	98
Responsiveness to your questions	100
Accuracy of responses	96
Sufficiency of legal guidance in responses	96
Consistency of responses with ED staff	96
Collaboration with ED staff in providing relevant services	100
Collaboration with other ED-funded providers of technical assistance	96
Online Resources	69
Ease of finding materials online	74
Ease of submitting information to ED via the web	66
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Physical Education Program (PEP)
Attribute Table

	2011
	Scores
Sample Size	46
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	66
ED's effectiveness in using technology to deliver its services	72
ED's quality of assistance	70
Effectiveness of automated process in improving state/LEA reporting	60
Expected reduction in federal paperwork	66
Documents	75
Clarity	73
Organization of information	75
Sufficiency of detail to meet your program needs	76
Relevance to your areas of need	78
Comprehensiveness in addressing the scope of issues that you face	75
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	67
How satisfied are you with ED's products and services	72
How well ED's products and services meet expectations	63
How well ED compares with ideal products and services	65

Department of Education - Grantee Satisfaction Study
 2011
 Program - Physical Education Program (PEP)
 Attribute Table

	2011
	Scores
Sample Size	46
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Physical Education Program (PEP)	71
FPO`s responsiveness to questions about PEP program requirements	73
FPO`s responsiveness to questions about EDGAR and other Federal regulations	75
FPO`s timeliness in returning phone calls and responding to emails	69
FPO`s effectiveness in providing tech assist./instructions on perf. reports	73
FPO`s effectiveness in providing tech assist./guidance on budget reporting	72
Frequency of communication with FPO	67
Instructions and guidance regarding GPRA data collection and reporting	74
Relevance and usefulness to your program and program activities	73
Relevance and usefulness to your program`s sustainability	69
Importance of Federal Project Officer site visit	38

Department of Education - Grantee Satisfaction Study
2011
Program - Physical Education Program (PEP)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	11%	5
Do not have interaction	78%	36
Don't Know	11%	5
Number of Respondents	46	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	20%	9
Other electronic system	43%	20
Do not use electronic system, submit hard copy	37%	17
Number of Respondents	46	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	22%	10
Agree	63%	29
Disagree	9%	4
Strongly Disagree	4%	2
Does Not Apply	2%	1
Number of Respondents	46	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	46
Number of Respondents	46	

Department of Education - Grantee Satisfaction Study
2011
Program - Readiness and Emergency Management Service (REMS)
Attribute Table

	2011
	Scores
Sample Size	40
ED Staff/Coordination	87
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	84
Accuracy of responses	91
Sufficiency of legal guidance in responses	83
Consistency of responses with ED staff from different program offices	88
Collaboration with other ED programs or offices in providing relevant services	88
ED-funded Technical Assistance	91
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	89
Accuracy of responses	90
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	90
Collaboration with ED staff in providing relevant services	91
Collaboration with other ED-funded providers of technical assistance	91
Online Resources	84
Ease of finding materials online	84
Ease of submitting information to ED via the web	83
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Readiness and Emergency Management Service (REMS)
Attribute Table

	2011
	Scores
Sample Size	40
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	83
ED's effectiveness in using technology to deliver its services	89
ED's quality of assistance	84
Effectiveness of automated process in improving state/LEA reporting	81
Expected reduction in federal paperwork	71
Documents	87
Clarity	87
Organization of information	88
Sufficiency of detail to meet your program needs	86
Relevance to your areas of need	87
Comprehensiveness in addressing the scope of issues that you face	86
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	81
How satisfied are you with ED's products and services	86
How well ED's products and services meet expectations	78
How well ED compares with ideal products and services	78

Department of Education - Grantee Satisfaction Study
 2011
 Program - Readiness and Emergency Management Service (REMS)
 Attribute Table

	2011
	Scores
Sample Size	40
Complaint	3
Issued a formal complaint about assistance received from ED staff member	3
Readiness and Emergency Management Service (REMS)	88
FPO`s knowledge of relevant regulations, policies, and procedures	88
FPO`s timely responsiveness to your questions	80
Accuracy of responses from FPO	87
FPO helps you to improve performance results	84
Quality of documents received from ED	90
Provider`s responsiveness to your questions	89
Accuracy of provider`s responses	90
Ease of finding materials on their Web sites	87
Quality and usefulness of materials on their Web sites	90

Department of Education - Grantee Satisfaction Study
2011
Program - Readiness and Emergency Management Service (REMS)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	40%	16
Do not have interaction	50%	20
Don't Know	10%	4
Number of Respondents		40
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	33%	13
Other electronic system	28%	11
Do not use electronic system, submit hard copy	40%	16
Number of Respondents		40
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	43%	17
Agree	53%	21
Disagree	5%	2
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		40
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	3%	1
Have not issued complaint	98%	39
Number of Respondents		40
Have interaction with ED-funded providers of technical assistance		
Have interaction	73%	29
Do not have interaction	28%	11
Number of Respondents		40

Department of Education - Grantee Satisfaction Study
2011
Program - Safe Schools Healthy Students (SS/HS)
Attribute Table

	2011
	Scores
Sample Size	52
ED Staff/Coordination	93
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	94
Accuracy of responses	94
Sufficiency of legal guidance in responses	93
Consistency of responses with ED staff from different program offices	90
Collaboration with other ED programs or offices in providing relevant services	93
ED-funded Technical Assistance	92
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	94
Accuracy of responses	94
Sufficiency of legal guidance in responses	91
Consistency of responses with ED staff	93
Collaboration with ED staff in providing relevant services	93
Collaboration with other ED-funded providers of technical assistance	91
Online Resources	82
Ease of finding materials online	82
Ease of submitting information to ED via the web	82
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Safe Schools Healthy Students (SS/HS)
Attribute Table

	2011
	Scores
Sample Size	52
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	76
ED's effectiveness in using technology to deliver its services	82
ED's quality of assistance	77
Effectiveness of automated process in improving state/LEA reporting	76
Expected reduction in federal paperwork	66
Documents	83
Clarity	84
Organization of information	85
Sufficiency of detail to meet your program needs	84
Relevance to your areas of need	82
Comprehensiveness in addressing the scope of issues that you face	81
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	79
How satisfied are you with ED's products and services	84
How well ED's products and services meet expectations	76
How well ED compares with ideal products and services	78

Department of Education - Grantee Satisfaction Study
 2011
 Program - Safe Schools Healthy Students (SS/HS)
 Attribute Table

	2011
	Scores
Sample Size	52
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Safe Schools Healthy Students (SS/HS)	90
FPO`s responsiveness to answering questions	95
FPO`s timeliness in returning phone calls and responding to emails	96
Usefulness of feedback from FPO on annual performance reports	90
Instructions regarding annual performance reports	89
Guidance regarding budget development, tracking, and reporting	89
Contribution of site visit outcome	95
The National Center	91
The Communications Group	83
Guidance and assistance received by National Evaluation Team	78

Department of Education - Grantee Satisfaction Study
2011
Program - Safe Schools Healthy Students (SS/HS)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	69%	36
Do not have interaction	13%	7
Don't Know	17%	9
Number of Respondents	52	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	10%	5
Other electronic system	21%	11
Do not use electronic system, submit hard copy	69%	36
Number of Respondents	52	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	44%	23
Agree	54%	28
Disagree	0%	0
Strongly Disagree	2%	1
Does Not Apply	0%	0
Number of Respondents	52	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	52
Number of Respondents	52	
Federal Project Officer is a Department of Education employee		
Is a Dept. of Ed. employee	54%	28
Is not a Dept. of Ed. employee	46%	24
Number of Respondents	52	

Department of Education - Grantee Satisfaction Study
2011
Program - Lead Agency Early Intervention Coordinators

	2010	2011
	Scores	Scores
Sample Size	26	41
ED Staff/Coordination	79	83
Knowledge of relevant legislation, regulations, policies, and procedures	87	85
Responsiveness to your questions	79	82
Accuracy of responses	85	87
Sufficiency of legal guidance in responses	76	82
Consistency of responses with ED staff from different program offices	68	77
Collaboration with other ED programs or offices in providing relevant services	66	78
ED-funded Technical Assistance	81	83
Knowledge of relevant legislation, regulations, policies, and procedures	85	85
Responsiveness to your questions	86	88
Accuracy of responses	84	85
Sufficiency of legal guidance in responses	74	74
Consistency of responses with ED staff	80	80
Collaboration with ED staff in providing relevant services	81	83
Collaboration with other ED-funded providers of technical assistance	80	82
Online Resources	75	68
Ease of finding materials online	66	62
Ease of submitting information to ED via the web	86	76
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	68	67
ED's effectiveness in using technology to deliver its services	81	77
ED's quality of assistance	69	69
Effectiveness of automated process in improving state/LEA reporting	64	72
Expected reduction in federal paperwork	40	48

Department of Education - Grantee Satisfaction Study
2011
Program - Lead Agency Early Intervention Coordinators

	2010	2011
	Scores	Scores
Sample Size	26	41
Documents	66	73
Clarity	61	68
Organization of information	71	75
Sufficiency of detail to meet your program needs	62	71
Relevance to your areas of need	75	80
Comprehensiveness in addressing the scope of issues that you face	62	69
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services as a model	--	--
ACSI	65	67
How satisfied are you with ED's products and services	70	73
How well ED's products and services meet expectations	62	66
How well ED compares with ideal products and services	61	62
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
Lead Agency Early Intervention Coordinators		83
Staff responsiveness to answering questions	79	84
Supportiveness in completing required performance plans/reports/applications	84	85
Accuracy of information from staff	78	84
Dissemination of information in a timely manner	71	80
Centers' responsiveness to answering questions	84	84
Usefulness of information from center	--	82
Impact on State's SPP improvement targets	81	82

Department of Education - Grantee Satisfaction Study
2011
Program - Lead Agency Early Intervention Coordinators
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	100%	29	95%	39
Do not have interaction	0%	0	2%	1
Don't Know	0%	0	2%	1
Number of Respondents		29		41
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	28%	8	22%	9
Other electronic system	48%	14	39%	16
Do not use electronic system, submit hard copy	24%	7	39%	16
Number of Respondents		29		41
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	14%	4	12%	5
Agree	76%	22	78%	32
Disagree	7%	2	10%	4
Strongly Disagree	3%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		29		41
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	29	100%	41
Number of Respondents		29		41
Attended one or more national meetings sponsored by the SLC program				
Attended	100%	1	0%	0
Have not attended	0%	0	0%	0
Number of Respondents		1		0

Department of Education - Grantee Satisfaction Study
2011
Program - State Directors of Special Education

	2010	2011
	Scores	Scores
Sample Size	21	22
ED Staff/Coordination	73	76
Knowledge of relevant legislation, regulations, policies, and procedures	79	85
Responsiveness to your questions	77	79
Accuracy of responses	80	81
Sufficiency of legal guidance in responses	68	75
Consistency of responses with ED staff from different program offices	66	69
Collaboration with other ED programs or offices in providing relevant services	64	65
ED-funded Technical Assistance	78	80
Knowledge of relevant legislation, regulations, policies, and procedures	80	84
Responsiveness to your questions	82	85
Accuracy of responses	79	83
Sufficiency of legal guidance in responses	75	73
Consistency of responses with ED staff	80	82
Collaboration with ED staff in providing relevant services	78	83
Collaboration with other ED-funded providers of technical assistance	75	74
Online Resources	68	61
Ease of finding materials online	61	55
Ease of submitting information to ED via the web	77	69
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	63	57
ED's effectiveness in using technology to deliver its services	69	70
ED's quality of assistance	68	56
Effectiveness of automated process in improving state/LEA reporting	70	55
Expected reduction in federal paperwork	42	40

Department of Education - Grantee Satisfaction Study
2011
Program - State Directors of Special Education

	2010	2011
	Scores	Scores
Sample Size	21	22
Documents	67	69
Clarity	67	65
Organization of information	74	73
Sufficiency of detail to meet your program needs	64	65
Relevance to your areas of need	71	77
Comprehensiveness in addressing the scope of issues that you face	60	66
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services as a model	--	--
ACSI	65	59
How satisfied are you with ED's products and services	68	67
How well ED's products and services meet expectations	65	57
How well ED compares with ideal products and services	62	53
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
State Directors of Special Education		
Staff responsiveness to answering questions	78	79
Supportiveness in completing required performance plans/reports/applications	83	77
Accuracy of information from staff	78	77
Dissemination of information in a timely manner	75	71
Centers' responsiveness to answering questions	81	80
Usefulness of information	--	80
Impact on State's SPP improvement targets	78	74

Department of Education - Grantee Satisfaction Study
2011
Program - State Directors of Special Education
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	94%	31	100%	22
Do not have interaction	3%	1	0%	0
Don't Know	3%	1	0%	0
Number of Respondents		33		22
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	82%	27	86%	19
Other electronic system	9%	3	9%	2
Do not use electronic system, submit hard copy	9%	3	5%	1
Number of Respondents		33		22
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	15%	5	9%	2
Agree	73%	24	77%	17
Disagree	9%	3	14%	3
Strongly Disagree	3%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		33		22
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	33	100%	22
Number of Respondents		33		22
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	0%	0	0%	0
Have not attended	100%	1	0%	0
Number of Respondents		1		0

Department of Education - Grantee Satisfaction Study
2011
Program - State Directors of Special Education
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	100%	5	0%	0
Did not use	0%	0	0%	0
Number of Respondents		5		0
Contacted the Impact Aid Program for technical assistance				
Contacted	20%	1	0%	0
Did not contact	80%	4	0%	0
Number of Respondents		5		0
School district contacted by the Impact Aid Program in the past year				
Contacted	40%	2	0%	0
Was not contacted	60%	3	0%	0
Number of Respondents		5		0
Receive timely communications regarding outcome of review				
Received	100%	2	0%	0
Did not receive	0%	0	0%	0
Number of Respondents		2		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	33%	1	0%	0
Have not received visit	67%	2	0%	0
Don't know	0%	0	0%	0
Number of Respondents		3		0

Department of Education - Grantee Satisfaction Study
2011
Program - Adult Education and Family Literacy to the State Directors of Adult Ed

	2010	2011
	Scores	Scores
Sample Size	26	43
ED Staff/Coordination	85	91
Knowledge of relevant legislation, regulations, policies, and procedures	89	96
Responsiveness to your questions	90	94
Accuracy of responses	89	94
Sufficiency of legal guidance in responses	82	89
Consistency of responses with ED staff from different program offices	83	86
Collaboration with other ED programs or offices in providing relevant services	79	87
ED-funded Technical Assistance	83	87
Knowledge of relevant legislation, regulations, policies, and procedures	85	88
Responsiveness to your questions	85	89
Accuracy of responses	86	88
Sufficiency of legal guidance in responses	75	83
Consistency of responses with ED staff	82	88
Collaboration with ED staff in providing relevant services	87	87
Collaboration with other ED-funded providers of technical assistance	85	88
Online Resources	77	74
Ease of finding materials online	74	66
Ease of submitting information to ED via the web	80	84
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	74	77
ED's effectiveness in using technology to deliver its services	74	77
ED's quality of assistance	79	83
Effectiveness of automated process in improving state/LEA reporting	76	84
Expected reduction in federal paperwork	64	66

Department of Education - Grantee Satisfaction Study
2011
Program - Adult Education and Family Literacy to the State Directors of Adult Ed

	2010	2011
	Scores	Scores
Sample Size	26	43
Documents	81	82
Clarity	81	81
Organization of information	85	83
Sufficiency of detail to meet your program needs	78	81
Relevance to your areas of need	82	83
Comprehensiveness in addressing the scope of issues that you face	76	79
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services as a model	--	--
ACSI	75	78
How satisfied are you with ED's products and services	80	83
How well ED's products and services meet expectations	73	76
How well ED compares with ideal products and services	70	75
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
Adult Education and Family Literacy to the State Directors of Adult Ed		
Ease of reporting using the NRS web-based system	84	86
Usefulness of the training offered by OVAE through its contract to support NRS	87	91
Being well-organized	84	90
Providing pre-planning adequate guidance	84	89
Setting expectations for the visit	82	92
Using state peer reviewers in the federal monitoring process	84	87
Being up-to-date	92	95
Relevance of information	91	94
Usefulness to your program	89	92
Usefulness of products helping your state meet AEFLA program priorities	82	90
Technical assistance provided addresses your program priorities and needs	82	89

Department of Education - Grantee Satisfaction Study
2011
Program - Adult Education and Family Literacy to the State Directors of Adult Ed
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	81%	26	88%	38
Do not have interaction	13%	4	12%	5
Don't Know	6%	2	0%	0
Number of Respondents		32		43
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	31%	10	37%	16
Other electronic system	66%	21	58%	25
Do not use electronic system, submit hard copy	3%	1	5%	2
Number of Respondents		32		43
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	28%	9	28%	12
Agree	66%	21	60%	26
Disagree	3%	1	5%	2
Strongly Disagree	0%	0	5%	2
Does Not Apply	3%	1	2%	1
Number of Respondents		32		43
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	32	100%	43
Number of Respondents		32		43
Attended one or more national meetings sponsored by the SLC program				
Attended	0%	0	0%	0
Have not attended	100%	1	0%	0
Number of Respondents		1		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	50%	1	0%	0
Have not received visit	0%	0	0%	0
Don't know	50%	1	0%	0
Number of Respondents		2		0

Department of Education - Grantee Satisfaction Study
2011
Program - Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed

	2010	2011
	Scores	Scores
Sample Size	28	31
ED Staff/Coordination	80	85
Knowledge of relevant legislation, regulations, policies, and procedures	87	89
Responsiveness to your questions	79	82
Accuracy of responses	85	90
Sufficiency of legal guidance in responses	75	83
Consistency of responses with ED staff from different program offices	77	81
Collaboration with other ED programs or offices in providing relevant services	73	80
ED-funded Technical Assistance	83	84
Knowledge of relevant legislation, regulations, policies, and procedures	83	83
Responsiveness to your questions	85	87
Accuracy of responses	84	86
Sufficiency of legal guidance in responses	71	80
Consistency of responses with ED staff	81	84
Collaboration with ED staff in providing relevant services	84	89
Collaboration with other ED-funded providers of technical assistance	86	89
Online Resources	75	74
Ease of finding materials online	70	70
Ease of submitting information to ED via the web	80	79
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	73	71
ED's effectiveness in using technology to deliver its services	78	81
ED's quality of assistance	74	74
Effectiveness of automated process in improving state/LEA reporting	72	67
Expected reduction in federal paperwork	62	59

Department of Education - Grantee Satisfaction Study
2011
Program - Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed

	2010	2011
	Scores	Scores
Sample Size	28	31
Documents	78	77
Clarity	77	78
Organization of information	80	80
Sufficiency of detail to meet your program needs	76	76
Relevance to your areas of need	82	81
Comprehensiveness in addressing the scope of issues that you face	75	72
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	--	--
Effectiveness of OESE in helping you learn to implement grant programs	--	--
Usefulness of OESE's technical assistance services as a model	--	--
ACSI	73	74
How satisfied are you with ED's products and services	76	80
How well ED's products and services meet expectations	71	71
How well ED compares with ideal products and services	68	69
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
Carl D. Perkins Career & Tech Ed Program to State Directors of Career & Tech Ed		
CAR's user-friendliness	78	78
CAR's compatibility with state reporting systems	74	64
Identifying and correcting compliance issues in your state	83	90
Helping you to improve program quality	77	83
Effectiveness of sessions on helping improve quality of career/tech ed programs	76	82
PCRN's usefulness to your program	77	79
Database's user-friendliness	80	82
Database's compatibility with state reporting systems	74	75

Department of Education - Grantee Satisfaction Study
2011
Program - Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	71%	30	74%	23
Do not have interaction	19%	8	16%	5
Don't Know	10%	4	10%	3
Number of Respondents		42		31
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	62%	26	74%	23
Other electronic system	36%	15	23%	7
Do not use electronic system, submit hard copy	2%	1	3%	1
Number of Respondents		42		31
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	29%	12	32%	10
Agree	62%	26	48%	15
Disagree	10%	4	13%	4
Strongly Disagree	0%	0	6%	2
Does Not Apply	0%	0	0%	0
Number of Respondents		42		31
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	42	100%	31
Number of Respondents		42		31
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	33%	1	0%	0
Have not attended	67%	2	0%	0
Number of Respondents		3		0

Department of Education - Grantee Satisfaction Study
 2011
 Program - Carl D. Perkins Career Technical Education Program to the State Directors of Career Technical Ed
 Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	100%	4	0%	0
Did not use	0%	0	0%	0
Number of Respondents		4		0
Contacted the Impact Aid Program for technical assistance				
Contacted	50%	2	0%	0
Did not contact	50%	2	0%	0
Number of Respondents		4		0
School district contacted by the Impact Aid Program in the past year				
Contacted	25%	1	0%	0
Was not contacted	75%	3	0%	0
Number of Respondents		4		0
Receive timely communications regarding outcome of review				
Received	100%	1	0%	0
Did not receive	0%	0	0%	0
Number of Respondents		1		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	25%	2	0%	0
Have not received visit	75%	6	0%	0
Don't know	0%	0	0%	0
Number of Respondents		8		0

Department of Education - Grantee Satisfaction Study
2011

Program - Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Attribute Table

	2011
	Scores
Sample Size	10
ED Staff/Coordination	79
Knowledge of relevant legislation, regulations, policies, and procedures	87
Responsiveness to your questions	80
Accuracy of responses	80
Sufficiency of legal guidance in responses	77
Consistency of responses with ED staff from different program offices	73
Collaboration with other ED programs or offices in providing relevant services	78
ED-funded Technical Assistance	59
Knowledge of relevant legislation, regulations, policies, and procedures	70
Responsiveness to your questions	67
Accuracy of responses	59
Sufficiency of legal guidance in responses	56
Consistency of responses with ED staff	56
Collaboration with ED staff in providing relevant services	56
Collaboration with other ED-funded providers of technical assistance	48
Online Resources	74
Ease of finding materials online	74
Ease of submitting information to ED via the web	76
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011

Program - Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Attribute Table

	2011
	Scores
Sample Size	10
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	75
ED's effectiveness in using technology to deliver its services	86
ED's quality of assistance	75
Effectiveness of automated process in improving state/LEA reporting	71
Expected reduction in federal paperwork	44
Documents	73
Clarity	73
Organization of information	78
Sufficiency of detail to meet your program needs	71
Relevance to your areas of need	74
Comprehensiveness in addressing the scope of issues that you face	68
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	--
Effectiveness of OESE in helping you learn to implement grant programs	--
Usefulness of OESE's technical assistance services as a model	--
ACSI	73
How satisfied are you with ED's products and services	78
How well ED's products and services meet expectations	71
How well ED compares with ideal products and services	69

Department of Education - Grantee Satisfaction Study
2011

Program - Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Attribute Table

	2011
	Scores
Sample Size	10
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Grant Recipient Agencies engaged in risk mitigation activities with RMS/MIT	90
Accessibility of the RMS/MIT staff	94
General responsiveness of the RMS/MIT staff	95
Your working relationship with RMS/MIT staff	93
Usefulness of the technical assistance provided during RMS/MIT site visit	91
Customer service from RMS/MIT in past year	89
Customer service from RMS/MIT in past three years	90
Grants admin/fiscal management of Federal financial assistance at State-level	73
Grants admin/fiscal management of Federal financial assistance at Local-level	76

Department of Education - Grantee Satisfaction Study
2011

Program - Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	30%	3
Do not have interaction	70%	7
Don't Know	0%	0
Number of Respondents		10
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	50%	5
Other electronic system	20%	2
Do not use electronic system, submit hard copy	30%	3
Number of Respondents		10
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	20%	2
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		10
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	10
Number of Respondents		10

Department of Education - Grantee Satisfaction Study
2011
Program - 21st Century Community Learning Centers
Attribute Table

	2011
	Scores
Sample Size	40
ED Staff/Coordination	60
Knowledge of relevant legislation, regulations, policies, and procedures	65
Responsiveness to your questions	58
Accuracy of responses	63
Sufficiency of legal guidance in responses	61
Consistency of responses with ED staff from different program offices	53
Collaboration with other ED programs or offices in providing relevant services	50
ED-funded Technical Assistance	70
Knowledge of relevant legislation, regulations, policies, and procedures	71
Responsiveness to your questions	70
Accuracy of responses	74
Sufficiency of legal guidance in responses	57
Consistency of responses with ED staff	59
Collaboration with ED staff in providing relevant services	70
Collaboration with other ED-funded providers of technical assistance	70
Online Resources	56
Ease of finding materials online	53
Ease of submitting information to ED via the web	62
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--

Department of Education - Grantee Satisfaction Study
2011
Program - 21st Century Community Learning Centers
Attribute Table

	2011
	Scores
Sample Size	40
Technology	54
ED's effectiveness in using technology to deliver its services	54
ED's quality of assistance	54
Effectiveness of automated process in improving state/LEA reporting	57
Expected reduction in federal paperwork	54
Documents	54
Clarity	53
Organization of information	56
Sufficiency of detail to meet your program needs	49
Relevance to your areas of need	60
Comprehensiveness in addressing the scope of issues that you face	49
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	50
Effectiveness of OESE in helping you learn to implement grant programs	53
Usefulness of OESE's technical assistance services as a model	47
ACSI	53
How satisfied are you with ED's products and services	57
How well ED's products and services meet expectations	50
How well ED compares with ideal products and services	49
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
21st Century Community Learning Centers	60
Quality of technical assistance	59
Current Program Officer's knowledge of applicable statutes/regulations/policies	60
Current Program Officer's knowledge of grant fiscal matters	63

Department of Education - Grantee Satisfaction Study
2011
Program - 21st Century Community Learning Centers
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	65%	26
Do not have interaction	33%	13
Don't Know	3%	1
Number of Respondents	40	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	18%	7
Other electronic system	73%	29
Do not use electronic system, submit hard copy	10%	4
Number of Respondents	40	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	0%	0
Agree	55%	22
Disagree	33%	13
Strongly Disagree	8%	3
Does Not Apply	5%	2
Number of Respondents	40	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	40
Number of Respondents	40	
Types of SEA State 21st CCLC coordinators		
New 21st CCLC SEA State coordinator with less than 18 mo. experience	20%	8
New SEA State 21st CCLC coordinator with more than 18 mo. Experience	80%	32
Number of Respondents	40	
Received technical assistance or individualized support during past year		
Received assistance	70%	28
Did not receive assistance	30%	12
Number of Respondents	40	
Where and how technical assistance or support take place~		
Project Directors' meeting sponsored by the Education Department	75%	21
Conference call/email exchange with your Project Officer	82%	23
Project Officer	54%	15
Other Program (or other Department) staff site visit	7%	2
Monitoring contractor	36%	10
National association meeting	14%	4
Other	7%	2
Number of Respondents	28	
Received timely and accurate feedback from current Program Officer		
Received feedback	68%	27
Did not receive feedback	33%	13
Number of Respondents	40	

Department of Education - Grantee Satisfaction Study
2011
Program - Mathematics and Science Partnerships
Attribute Table

	2011
	Scores
Sample Size	34
ED Staff/Coordination	92
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	91
Accuracy of responses	95
Sufficiency of legal guidance in responses	90
Consistency of responses with ED staff from different program offices	88
Collaboration with other ED programs or offices in providing relevant services	92
ED-funded Technical Assistance	93
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	94
Accuracy of responses	93
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff	92
Collaboration with ED staff in providing relevant services	93
Collaboration with other ED-funded providers of technical assistance	95
Online Resources	80
Ease of finding materials online	77
Ease of submitting information to ED via the web	84
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Mathematics and Science Partnerships
Attribute Table

	2011
	Scores
Sample Size	34
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	78
ED's effectiveness in using technology to deliver its services	78
ED's quality of assistance	81
Effectiveness of automated process in improving state/LEA reporting	80
Expected reduction in federal paperwork	70
Documents	81
Clarity	81
Organization of information	81
Sufficiency of detail to meet your program needs	80
Relevance to your areas of need	82
Comprehensiveness in addressing the scope of issues that you face	77
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	78
Effectiveness of OESE in helping you learn to implement grant programs	82
Usefulness of OESE's technical assistance services as a model	72
ACSI	75
How satisfied are you with ED's products and services	80
How well ED's products and services meet expectations	74
How well ED compares with ideal products and services	71

Department of Education - Grantee Satisfaction Study
 2011
 Program - Mathematics and Science Partnerships
 Attribute Table

	2011
	Scores
Sample Size	34
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Mathematics and Science Partnerships	85
Responsiveness of U.S. Department of Education staff	90
Knowledge of staff on math and science issues and program admin issues	92
Helpfulness of annual meetings for MSP state coordinators and project directors	82
Helpfulness of information on MSP website	79
Ease of navigating MSP website	79
Helpfulness of information on web-based annual performance report	81
Ease of navigating web-based annual performance report process	80
Contractor support is helpful and knowledgeable	91

Department of Education - Grantee Satisfaction Study
2011
Program - Mathematics and Science Partnerships
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	76%	26
Do not have interaction	21%	7
Don't Know	3%	1
Number of Respondents	34	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	26%	9
Other electronic system	68%	23
Do not use electronic system, submit hard copy	6%	2
Number of Respondents	34	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	35%	12
Agree	62%	21
Disagree	3%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	34	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	34
Number of Respondents	34	

Department of Education - Grantee Satisfaction Study
2011
Program - Striving Readers
Attribute Table

	2011
	Scores
Sample Size	23
ED Staff/Coordination	79
Knowledge of relevant legislation, regulations, policies, and procedures	76
Responsiveness to your questions	80
Accuracy of responses	80
Sufficiency of legal guidance in responses	84
Consistency of responses with ED staff from different program offices	82
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	75
Responsiveness to your questions	84
Accuracy of responses	79
Sufficiency of legal guidance in responses	70
Consistency of responses with ED staff	81
Collaboration with ED staff in providing relevant services	82
Collaboration with other ED-funded providers of technical assistance	70
Online Resources	74
Ease of finding materials online	73
Ease of submitting information to ED via the web	75
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Striving Readers
Attribute Table

	2011
	Scores
Sample Size	23
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	66
ED's effectiveness in using technology to deliver its services	70
ED's quality of assistance	66
Effectiveness of automated process in improving state/LEA reporting	63
Expected reduction in federal paperwork	60
Documents	68
Clarity	67
Organization of information	72
Sufficiency of detail to meet your program needs	68
Relevance to your areas of need	71
Comprehensiveness in addressing the scope of issues that you face	62
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	70
Effectiveness of OESE in helping you learn to implement grant programs	71
Usefulness of OESE's technical assistance services as a model	63
ACSI	63
How satisfied are you with ED's products and services	68
How well ED's products and services meet expectations	62
How well ED compares with ideal products and services	58

Department of Education - Grantee Satisfaction Study
 2011
 Program - Striving Readers
 Attribute Table

	2011
	Scores
Sample Size	23
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Striving Readers - Contractor	84
Contractor`s technical assistance on design of study	81
Contractor`s technical assistance on analyses of impact and implementation data	86
Contractor`s written guidance and input on evaluation report preparation	73
Contractor`s technical assistance provided through Striving Readers meetings	87
Contractor`s overall helpfulness with solving evaluation challenges and issues	89
Contractor`s assistance in communicating with ED and grantee staff	92
Contractor`s help in building org. capacity to do impact/implementation studies	70
Striving Readers - Program Officer	83
Coordination of Dept of Ed Program Officers/IES staff/Abt Associates efforts	73
Resolution of problems by current Program Officer	89
Timeliness of response to questions or requests by current Program Officer	89
Current Program Officer`s knowledge of applicable statutes/regulations/policies	81
Current Program Officer`s knowledge of relevant program content	75
Current Program Officer`s knowledge of program evaluation issues	79

Department of Education - Grantee Satisfaction Study
2011
Program - Striving Readers
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	70%	16
Do not have interaction	30%	7
Don't Know	0%	0
Number of Respondents		23
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	17%	4
Other electronic system	30%	7
Do not use electronic system, submit hard copy	52%	12
Number of Respondents		23
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	22%	5
Agree	65%	15
Disagree	9%	2
Strongly Disagree	4%	1
Does Not Apply	0%	0
Number of Respondents		23
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	23
Number of Respondents		23
Role		
Project Director	52%	12
Evaluator	48%	11
Number of Respondents		23

Department of Education - Grantee Satisfaction Study
2011
Program - Improving Teacher Quality State Grants

	2010	2011
	Scores	Scores
Sample Size	54	68
ED Staff/Coordination	88	89
Knowledge of relevant legislation, regulations, policies, and procedures	92	90
Responsiveness to your questions	88	90
Accuracy of responses	91	93
Sufficiency of legal guidance in responses	89	89
Consistency of responses with ED staff from different program offices	84	88
Collaboration with other ED programs or offices in providing relevant services	83	86
ED-funded Technical Assistance	85	85
Knowledge of relevant legislation, regulations, policies, and procedures	83	87
Responsiveness to your questions	88	84
Accuracy of responses	87	87
Sufficiency of legal guidance in responses	80	82
Consistency of responses with ED staff	84	84
Collaboration with ED staff in providing relevant services	87	82
Collaboration with other ED-funded providers of technical assistance	88	85
Online Resources	67	68
Ease of finding materials online	63	66
Ease of submitting information to ED via the web	69	78
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	71	67
ED's effectiveness in using technology to deliver its services	74	73
ED's quality of assistance	75	70
Effectiveness of automated process in improving state/LEA reporting	69	71
Expected reduction in federal paperwork	60	62

Department of Education - Grantee Satisfaction Study
2011
Program - Improving Teacher Quality State Grants

	2010	2011
	Scores	Scores
Sample Size	54	68
Documents	79	82
Clarity	81	81
Organization of information	84	83
Sufficiency of detail to meet your program needs	78	80
Relevance to your areas of need	79	85
Comprehensiveness in addressing the scope of issues that you face	73	79
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	79	81
Effectiveness of OESE in helping you learn to implement grant programs	84	87
Usefulness of OESE's technical assistance services as a model	69	74
ACSI	72	73
How satisfied are you with ED's products and services	80	79
How well ED's products and services meet expectations	69	71
How well ED compares with ideal products and services	66	68
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
Improving Teacher Quality State Grants		
Accessibility of Title II, Part A program staff	85	92
Responsiveness of Title II, Part A program staff	87	90
Usefulness of the annual meeting for Title II, Part A grantees	74	73
Usefulness of the technical assistance during the monitoring visit	85	92
Visit established and explained compliance requirements	87	93

Department of Education - Grantee Satisfaction Study
2011
Program - Improving Teacher Quality State Grants
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	64%	61	47%	32
Do not have interaction	29%	28	53%	36
Don't Know	7%	7	0%	0
Number of Respondents		96		68
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	69%	66	59%	40
Other electronic system	8%	8	13%	9
Do not use electronic system, submit hard copy	23%	22	28%	19
Number of Respondents		96		68
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	24%	23	28%	19
Agree	67%	64	68%	46
Disagree	6%	6	4%	3
Strongly Disagree	3%	3	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		96		68
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	1	0%	0
Have not issued complaint	99%	95	100%	68
Number of Respondents		96		68
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	50%	1	0%	0
Have not attended	50%	1	0%	0
Number of Respondents		2		0

Department of Education - Grantee Satisfaction Study
2011
Program - Improving Teacher Quality State Grants
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	100%	11	0%	0
Did not use	0%	0	0%	0
Number of Respondents		11		0
Contacted the Impact Aid Program for technical assistance				
Contacted	27%	3	0%	0
Did not contact	73%	8	0%	0
Number of Respondents		11		0
School district contacted by the Impact Aid Program in the past year				
Contacted	36%	4	0%	0
Was not contacted	64%	7	0%	0
Number of Respondents		11		0
Receive timely communications regarding outcome of review				
Received	50%	2	0%	0
Did not receive	50%	2	0%	0
Number of Respondents		4		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	61%	14	0%	0
Have not received visit	30%	7	0%	0
Don't know	9%	2	0%	0
Number of Respondents		23		0

Department of Education - Grantee Satisfaction Study
2011
Program - Teacher Incentive Fund

	2010	2011
	Scores	Scores
Sample Size	15	19
ED Staff/Coordination	78	71
Knowledge of relevant legislation, regulations, policies, and procedures	82	74
Responsiveness to your questions	73	68
Accuracy of responses	80	75
Sufficiency of legal guidance in responses	79	76
Consistency of responses with ED staff from different program offices	71	61
Collaboration with other ED programs or offices in providing relevant services	71	65
ED-funded Technical Assistance	71	70
Knowledge of relevant legislation, regulations, policies, and procedures	66	70
Responsiveness to your questions	81	75
Accuracy of responses	74	71
Sufficiency of legal guidance in responses	72	68
Consistency of responses with ED staff	74	66
Collaboration with ED staff in providing relevant services	67	71
Collaboration with other ED-funded providers of technical assistance	66	72
Online Resources	70	63
Ease of finding materials online	67	70
Ease of submitting information to ED via the web	73	57
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	64	61
ED's effectiveness in using technology to deliver its services	65	63
ED's quality of assistance	65	54
Effectiveness of automated process in improving state/LEA reporting	66	52
Expected reduction in federal paperwork	66	59

Department of Education - Grantee Satisfaction Study
2011
Program - Teacher Incentive Fund

	2010	2011
	Scores	Scores
Sample Size	15	19
Documents	66	65
Clarity	66	65
Organization of information	67	65
Sufficiency of detail to meet your program needs	66	66
Relevance to your areas of need	68	66
Comprehensiveness in addressing the scope of issues that you face	64	61
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	71	66
Effectiveness of OESE in helping you learn to implement grant programs	72	66
Usefulness of OESE's technical assistance services as a model	68	67
ACSI	68	58
How satisfied are you with ED's products and services	71	67
How well ED's products and services meet expectations	70	58
How well ED compares with ideal products and services	63	49
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
Teacher Incentive Fund		
Effectiveness of the documents in helping complete the application	69	71
Staff's responsiveness to answering questions	71	63
Staff's supportiveness in helping you complete the TIF application	80	65
Staff's knowledge about technical material	73	70
Overall experience of preparing and submitting the TIF application	71	75
Ease of reaching the person who could address your concern	81	75
Staff's ability to resolve your issue	82	71

Department of Education - Grantee Satisfaction Study
2011
Program - Teacher Incentive Fund
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	88%	15	95%	18
Do not have interaction	12%	2	5%	1
Don't Know	0%	0	0%	0
Number of Respondents		17		19
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	29%	5	26%	5
Other electronic system	65%	11	47%	9
Do not use electronic system, submit hard copy	6%	1	26%	5
Number of Respondents		17		19
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	12%	2	11%	2
Agree	71%	12	63%	12
Disagree	18%	3	21%	4
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	5%	1
Number of Respondents		17		19
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	17	100%	19
Number of Respondents		17		19
Used written instruction and guidance documents for the TIF application				
Used	94%	16	95%	18
Did not use	6%	1	5%	1
Number of Respondents		17		19
Contacted the TIF program office for technical assistance				
Contacted	65%	11	32%	6
Did not contact	35%	6	68%	13
Number of Respondents		17		19

Department of Education - Grantee Satisfaction Study
2011
Program - Smaller Learning Communities_Fund for the Improvement of Education

	2010	2011
	Scores	Scores
Sample Size	32	77
ED Staff/Coordination	93	91
Knowledge of relevant legislation, regulations, policies, and procedures	94	89
Responsiveness to your questions	92	90
Accuracy of responses	95	92
Sufficiency of legal guidance in responses	89	92
Consistency of responses with ED staff from different program offices	91	89
Collaboration with other ED programs or offices in providing relevant services	95	91
ED-funded Technical Assistance	90	86
Knowledge of relevant legislation, regulations, policies, and procedures	89	85
Responsiveness to your questions	91	85
Accuracy of responses	92	87
Sufficiency of legal guidance in responses	88	88
Consistency of responses with ED staff	92	90
Collaboration with ED staff in providing relevant services	89	85
Collaboration with other ED-funded providers of technical assistance	90	87
Online Resources	80	63
Ease of finding materials online	81	78
Ease of submitting information to ED via the web	79	45
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	82	68
ED's effectiveness in using technology to deliver its services	85	81
ED's quality of assistance	84	62
Effectiveness of automated process in improving state/LEA reporting	83	56
Expected reduction in federal paperwork	75	68

Department of Education - Grantee Satisfaction Study
2011
Program - Smaller Learning Communities_Fund for the Improvement of Education

	2010	2011
	Scores	Scores
Sample Size	32	77
Documents	86	83
Clarity	85	82
Organization of information	88	84
Sufficiency of detail to meet your program needs	87	84
Relevance to your areas of need	88	84
Comprehensiveness in addressing the scope of issues that you face	85	81
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	84	80
Effectiveness of OESE in helping you learn to implement grant programs	88	80
Usefulness of OESE's technical assistance services as a model	72	76
ACSI	81	74
How satisfied are you with ED's products and services	85	80
How well ED's products and services meet expectations	75	69
How well ED compares with ideal products and services	79	72
Complaint	0	5
Issued a formal complaint about assistance received from ED staff member	0	5
Smaller Learning Communities/Fund for the Improvement of Education		
Timeliness of responses to requests by current Program Officer	--	91
Resolution of problems by current Program Officer	--	92
Current Program Officer's knowledge of applicable statutes/regulations/policies	--	91
Current Program Officer's knowledge of relevant program content	--	92
Being up-to-date	93	92
Relevance of information	93	90
Usefulness to you in managing and implementing your project	94	89
Identifying sources of valid and reliable postsecondary placement data	--	75
Using postsecondary data to inform and guide high school reform efforts	--	76
Communicating implications of data to administrators/teachers/community	--	77
Building capacity of school leaders to analyze and use postsecondary data	--	78
Building capacity of teachers to analyze and use postsecondary data	--	77

Department of Education - Grantee Satisfaction Study
2011
Program - Smaller Learning Communities/Fund for the Improvement of Education
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	66%	25	51%	39
Do not have interaction	26%	10	35%	27
Don't Know	8%	3	14%	11
Number of Respondents		38		77
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	61%	23	74%	57
Other electronic system	37%	14	18%	14
Do not use electronic system, submit hard copy	3%	1	8%	6
Number of Respondents		38		77
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	34%	13	36%	28
Agree	66%	25	58%	45
Disagree	0%	0	3%	2
Strongly Disagree	0%	0	1%	1
Does Not Apply	0%	0	1%	1
Number of Respondents		38		77
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	5%	4
Have not issued complaint	100%	38	95%	73
Number of Respondents		38		77
Attended one or more national meetings sponsored by the SLC program				
Attended	82%	31	87%	67
Have not attended	18%	7	13%	10
Number of Respondents		38		77

Department of Education - Grantee Satisfaction Study
2011
Program - Smaller Learning Communities/Fund for the Improvement of Education
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the Impact Aid Program for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
School district contacted by the Impact Aid Program in the past year				
Contacted	0%	0	0%	0
Was not contacted	100%	1	0%	0
Number of Respondents		1		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	50%	1	0%	0
Have not received visit	50%	1	0%	0
Don't know	0%	0	0%	0
Number of Respondents		2		0

Department of Education - Grantee Satisfaction Study
2011
Program - Payments for Federal Property (Section 8002)
Attribute Table

	2011
	Scores
Sample Size	38
ED Staff/Coordination	76
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	76
Accuracy of responses	75
Sufficiency of legal guidance in responses	75
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	78
ED-funded Technical Assistance	83
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	83
Accuracy of responses	81
Sufficiency of legal guidance in responses	83
Consistency of responses with ED staff	83
Collaboration with ED staff in providing relevant services	83
Collaboration with other ED-funded providers of technical assistance	81
Online Resources	76
Ease of finding materials online	75
Ease of submitting information to ED via the web	77
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Payments for Federal Property (Section 8002)
Attribute Table

	2011
	Scores
Sample Size	38
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	70
ED's effectiveness in using technology to deliver its services	79
ED's quality of assistance	69
Effectiveness of automated process in improving state/LEA reporting	67
Expected reduction in federal paperwork	62
Documents	67
Clarity	68
Organization of information	70
Sufficiency of detail to meet your program needs	68
Relevance to your areas of need	65
Comprehensiveness in addressing the scope of issues that you face	64
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	72
Effectiveness of OESE in helping you learn to implement grant programs	72
Usefulness of OESE's technical assistance services as a model	72
ACSI	65
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	64
How well ED compares with ideal products and services	59

Department of Education - Grantee Satisfaction Study
 2011
 Program - Payments for Federal Property (Section 8002)
 Attribute Table

	2011
	Scores
Sample Size	38
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Payments for Federal Property (Section 8002)	74
Effectiveness of documents in helping complete application	73
Impact Aid staff's responsiveness to answering questions	79
Impact Aid staff's supportiveness in helping complete application	78
Impact Aid staff's knowledge about technical material	80
Quality of interaction with staff during review process	75

Department of Education - Grantee Satisfaction Study
2011
Program - Payments for Federal Property (Section 8002)
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	11%	4
Do not have interaction	71%	27
Don't Know	18%	7
Number of Respondents		38
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	55%	21
Other electronic system	24%	9
Do not use electronic system, submit hard copy	21%	8
Number of Respondents		38
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	11%	4
Agree	66%	25
Disagree	21%	8
Strongly Disagree	3%	1
Does Not Apply	0%	0
Number of Respondents		38
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	38
Number of Respondents		38
Uses written instruction and guidance documents provided for application		
Used	92%	35
Did not use	8%	3
Number of Respondents		38
Contacted Impact Aid Program for technical assistance		
Contacted	53%	20
Did not contact	47%	18
Number of Respondents		38
Attended mtgs where info on Sec 8002 progapp submissionrev process provided		
Attended	79%	30
Have not attended	21%	8
Number of Respondents		38
Presentation andor materials prepared help understand responsibilities		
Helped understand	97%	29
Did not help understand	3%	1
Number of Respondents		30

	2010	2011
	Scores	Scores
Sample Size	71	69
ED Staff/Coordination	79	80
Knowledge of relevant legislation, regulations, policies, and procedures	81	83
Responsiveness to your questions	78	78
Accuracy of responses	82	81
Sufficiency of legal guidance in responses	77	79
Consistency of responses with ED staff from different program offices	76	77
Collaboration with other ED programs or offices in providing relevant services	75	79
ED-funded Technical Assistance	88	76
Knowledge of relevant legislation, regulations, policies, and procedures	88	79
Responsiveness to your questions	88	77
Accuracy of responses	88	76
Sufficiency of legal guidance in responses	89	81
Consistency of responses with ED staff	89	76
Collaboration with ED staff in providing relevant services	88	79
Collaboration with other ED-funded providers of technical assistance	91	78
Online Resources	75	78
Ease of finding materials online	72	76
Ease of submitting information to ED via the web	78	81
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	72	73
ED's effectiveness in using technology to deliver its services	76	79
ED's quality of assistance	74	76
Effectiveness of automated process in improving state/LEA reporting	74	74
Expected reduction in federal paperwork	61	62

	2010	2011
	Scores	Scores
Sample Size	71	69
Documents	75	81
Clarity	74	81
Organization of information	76	82
Sufficiency of detail to meet your program needs	75	81
Relevance to your areas of need	76	83
Comprehensiveness in addressing the scope of issues that you face	74	78
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	76	77
Effectiveness of OESE in helping you learn to implement grant programs	76	78
Usefulness of OESE's technical assistance services as a model	72	76
ACSI	71	72
How satisfied are you with ED's products and services	76	76
How well ED's products and services meet expectations	69	71
How well ED compares with ideal products and services	67	68
Complaint	1	9
Issued a formal complaint about assistance received from ED staff member	1	9
Payments for Federally Connected Children (Section 8003)		
Effectiveness of the documents in helping complete the application	84	82
Staff's performance in answering questions and helping complete application	--	84
G5 Helpdesk's performance in resolving problem	--	74
Ease of reaching person who could address concern	--	77
Impact Aid staff's ability to resolve issue	--	77

Department of Education - Grantee Satisfaction Study
2011
Program - Payments for Federally Connected Children (Section 8003)
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	35%	19	20%	14
Do not have interaction	54%	29	68%	47
Don't Know	11%	6	12%	8
Number of Respondents		54		69
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	63%	34	52%	36
Other electronic system	24%	13	28%	19
Do not use electronic system, submit hard copy	13%	7	20%	14
Number of Respondents		54		69
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	20%	11	16%	11
Agree	72%	39	74%	51
Disagree	7%	4	6%	4
Strongly Disagree	0%	0	1%	1
Does Not Apply	0%	0	3%	2
Number of Respondents		54		69
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	9%	6
Have not issued complaint	100%	54	91%	63
Number of Respondents		54		69
Attended one or more national meetings sponsored by the SLC program				
Attended	0%	0	0%	0
Have not attended	100%	1	0%	0
Number of Respondents		1		0

Department of Education - Grantee Satisfaction Study
2011
Program - Payments for Federally Connected Children (Section 8003)
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	91%	49	93%	64
Did not use	9%	5	7%	5
Number of Respondents		54		69
Contacted the Impact Aid Program for technical assistance				
Contacted	37%	20	38%	26
Did not contact	63%	34	62%	43
Number of Respondents		54		69
Contacted G5 Helpdesk for technical assistance				
Contacted	0%	0	29%	20
Did not contact	0%	0	71%	49
Number of Respondents		0		69
Participated in meetings where info on Sec 8003 progreview process provided				
Participated	0%	0	70%	48
Did not participate	0%	0	30%	21
Number of Respondents		0		69
Presentation andor materials helped understand responsibilities				
Helped understand	0%	0	98%	47
Did not help understand	0%	0	2%	1
Number of Respondents		0		48
School district contacted by the Impact Aid Program in the past year				
Contacted	41%	22	55%	38
Was not contacted	59%	32	45%	31
Number of Respondents		54		69
Letter provided sufficient explanation to prepare documents for review				
Provided sufficient explanation	0%	0	79%	30
Did not provide sufficient explanation	0%	0	21%	8
Number of Respondents		0		38
Receive timely communications regarding outcome of review				
Received	64%	14	67%	46
Did not receive	36%	8	33%	23
Number of Respondents		22		69
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	33%	3	0%	0
Have not received visit	44%	4	0%	0
Don't know	22%	2	0%	0
Number of Respondents		9		0

Department of Education - Grantee Satisfaction Study
2011
Program - Indian Education Formula Grants to Local Education Agencies

	2010	2011
	Scores	Scores
Sample Size	86	43
ED Staff/Coordination	85	88
Knowledge of relevant legislation, regulations, policies, and procedures	85	87
Responsiveness to your questions	84	87
Accuracy of responses	87	90
Sufficiency of legal guidance in responses	84	82
Consistency of responses with ED staff from different program offices	82	87
Collaboration with other ED programs or offices in providing relevant services	81	83
ED-funded Technical Assistance	90	81
Knowledge of relevant legislation, regulations, policies, and procedures	87	79
Responsiveness to your questions	91	83
Accuracy of responses	91	82
Sufficiency of legal guidance in responses	88	76
Consistency of responses with ED staff	91	78
Collaboration with ED staff in providing relevant services	91	78
Collaboration with other ED-funded providers of technical assistance	89	77
Online Resources	85	83
Ease of finding materials online	81	78
Ease of submitting information to ED via the web	89	86
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	82	79
ED's effectiveness in using technology to deliver its services	87	84
ED's quality of assistance	81	78
Effectiveness of automated process in improving state/LEA reporting	81	79
Expected reduction in federal paperwork	77	77

Department of Education - Grantee Satisfaction Study
2011
Program - Indian Education Formula Grants to Local Education Agencies

	2010	2011
	Scores	Scores
Sample Size	86	43
Documents	83	79
Clarity	82	81
Organization of information	85	83
Sufficiency of detail to meet your program needs	82	81
Relevance to your areas of need	84	81
Comprehensiveness in addressing the scope of issues that you face	81	79
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	84	78
Effectiveness of OESE in helping you learn to implement grant programs	85	79
Usefulness of OESE's technical assistance services as a model	80	78
ACSI	80	79
How satisfied are you with ED's products and services	84	83
How well ED's products and services meet expectations	76	76
How well ED compares with ideal products and services	77	76
Complaint	1	0
Issued a formal complaint about assistance received from ED staff member	1	0
Indian Education Formula Grants to Local Education Agencies		
TA helps with implementation of Title VII Formula grant program	85	83
TA's responsiveness to answering questions and/or information requests	87	88
TA disseminates accurate information	88	90
TA's timeliness of providing information to meet your application deadlines	87	88
Usefulness of the information in the guidance documents	87	87
Effectiveness of relationship with the Title VII, OIE program office	85	87
Ease of using EASIE system in applying for a grant	91	91
EASIE system disseminates information in a timely manner	90	88
Training provided on the EASIE system and grant application process	89	86
Overall user-friendliness of the EASIE application system	90	89
Support and technical assistance during grant application process	89	89

Department of Education - Grantee Satisfaction Study
2011
Program - Indian Education Formula Grants to Local Education Agencies
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	47%	59	28%	12
Do not have interaction	38%	48	51%	22
Don't Know	15%	19	21%	9
Number of Respondents		126		43
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	90%	113	95%	41
Other electronic system	7%	9	5%	2
Do not use electronic system, submit hard copy	3%	4	0%	0
Number of Respondents		126		43
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	29%	36	37%	16
Agree	65%	82	58%	25
Disagree	3%	4	2%	1
Strongly Disagree	2%	2	2%	1
Does Not Apply	2%	2	0%	0
Number of Respondents		126		43
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	2%	2	0%	0
Have not issued complaint	98%	124	100%	43
Number of Respondents		126		43

Department of Education - Grantee Satisfaction Study
 2011
 High School Equivalency Program (HEP) - High School Equivalency Program (HEP) - Migrant Education
 Attribute Table

	2011
	Scores
Sample Size	36
ED Staff/Coordination	84
Knowledge of relevant legislation, regulations, policies, and procedures	90
Responsiveness to your questions	80
Accuracy of responses	87
Sufficiency of legal guidance in responses	85
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	86
ED-funded Technical Assistance	79
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	76
Accuracy of responses	77
Sufficiency of legal guidance in responses	75
Consistency of responses with ED staff	77
Collaboration with ED staff in providing relevant services	83
Collaboration with other ED-funded providers of technical assistance	82
Online Resources	61
Ease of finding materials online	75
Ease of submitting information to ED via the web	47
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
High School Equivalency Program (HEP) - High School Equivalency Program (HEP) - Migrant Education
Attribute Table

	2011
	Scores
Sample Size	36
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	75
ED's effectiveness in using technology to deliver its services	78
ED's quality of assistance	70
Effectiveness of automated process in improving state/LEA reporting	61
Expected reduction in federal paperwork	74
Documents	80
Clarity	80
Organization of information	82
Sufficiency of detail to meet your program needs	79
Relevance to your areas of need	83
Comprehensiveness in addressing the scope of issues that you face	78
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	80
Effectiveness of OESE in helping you learn to implement grant programs	82
Usefulness of OESE's technical assistance services as a model	71
ACSI	75
How satisfied are you with ED's products and services	79
How well ED's products and services meet expectations	72
How well ED compares with ideal products and services	73

Department of Education - Grantee Satisfaction Study
 2011
 High School Equivalency Program (HEP) - High School Equivalency Program (HEP) - Migrant Education
 Attribute Table

	2011
	Scores
Sample Size	36
Complaint	3
Issued a formal complaint about assistance received from ED staff member	3
High School Equivalency Program (HEP) - Migrant Education	80
Usefulness of pre-application webinar for purpose of preparing HEP application	87
Usefulness of EMAPS for purpose of submitting Annual Performance Report	52
Fully-functioning electronic submission tool is essential	86
Usefulness of Listserv for receiving important information regarding HEP program	89

Department of Education - Grantee Satisfaction Study
2011
High School Equivalency Program (HEP) - High School Equivalency Program (HEP) - Migrant Education
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	36%	13
Do not have interaction	50%	18
Don't Know	14%	5
Number of Respondents	36	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	31%	11
Other electronic system	64%	23
Do not use electronic system, submit hard copy	6%	2
Number of Respondents	36	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	25%	9
Agree	64%	23
Disagree	6%	2
Strongly Disagree	6%	2
Does Not Apply	0%	0
Number of Respondents	36	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	3%	1
Have not issued complaint	97%	35
Number of Respondents	36	
Methods for receiving technical assistance during past year~		
OME-sponsored Directors Meeting	97%	35
Email	78%	28
List serve	61%	22
Telephone call	67%	24
Association meeting	86%	31
Webinar	83%	30
Other	3%	1
Number of Respondents	36	

Department of Education - Grantee Satisfaction Study
2011
Migrant Education Program (MEP) -- Title I, Part C

	2010	2011
	Scores	Scores
Sample Size	28	33
ED Staff/Coordination	74	76
Knowledge of relevant legislation, regulations, policies, and procedures	80	84
Responsiveness to your questions	73	71
Accuracy of responses	75	77
Sufficiency of legal guidance in responses	74	76
Consistency of responses with ED staff from different program offices	72	73
Collaboration with other ED programs or offices in providing relevant services	69	68
ED-funded Technical Assistance	79	83
Knowledge of relevant legislation, regulations, policies, and procedures	80	82
Responsiveness to your questions	80	88
Accuracy of responses	81	85
Sufficiency of legal guidance in responses	77	79
Consistency of responses with ED staff	82	82
Collaboration with ED staff in providing relevant services	79	81
Collaboration with other ED-funded providers of technical assistance	78	81
Online Resources	58	54
Ease of finding materials online	60	50
Ease of submitting information to ED via the web	57	63
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	62	67
ED's effectiveness in using technology to deliver its services	71	75
ED's quality of assistance	62	64
Effectiveness of automated process in improving state/LEA reporting	53	63
Expected reduction in federal paperwork	51	60

Department of Education - Grantee Satisfaction Study
2011
Migrant Education Program (MEP) -- Title I, Part C

	2010	2011
	Scores	Scores
Sample Size	28	33
Documents	69	74
Clarity	68	74
Organization of information	73	75
Sufficiency of detail to meet your program needs	63	73
Relevance to your areas of need	76	79
Comprehensiveness in addressing the scope of issues that you face	65	69
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	64	64
Effectiveness of OESE in helping you learn to implement grant programs	68	67
Usefulness of OESE's technical assistance services as a model	61	59
ACSI	65	64
How satisfied are you with ED's products and services	70	68
How well ED's products and services meet expectations	63	63
How well ED compares with ideal products and services	60	60
Complaint	0	3
Issued a formal complaint about assistance received from ED staff member	0	3
Migrant Education Program (MEP) - Title I, Part C		
TA helps meet program compliance requirements	74	73
TA helps improve performance results	68	66
TA helps meet Migrant Education Program fiscal requirements	71	70
Usefulness of Annual Directors Meeting	--	81
Usefulness of New Directors Meeting	--	83
Usefulness of OME Conference	--	80
Usefulness of MEP WebEx Workshops	--	78
Usefulness of MSIX Help Desk	--	76
Usefulness of REACTs Listserv	--	80
Officer's resolution of problems	--	74
Officer's accuracy of responses	--	75
Officer's responsiveness to questions or requests	74	71
Officer's knowledge of relevant legislation/regulations/policies/procedures	77	76
Officer's knowledge of relevant program content	--	75
Usefulness of guidance documents provided by OME	--	81

Department of Education - Grantee Satisfaction Study
2011
Migrant Education Program (MEP) -- Title I, Part C
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	81%	57	79%	26
Do not have interaction	13%	9	18%	6
Don't Know	6%	4	3%	1
Number of Respondents		70		33
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	87%	61	100%	33
Other electronic system	6%	4	0%	0
Do not use electronic system, submit hard copy	7%	5	0%	0
Number of Respondents		70		33
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	21%	15	6%	2
Agree	64%	45	76%	25
Disagree	11%	8	15%	5
Strongly Disagree	3%	2	3%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		70		33
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	1	3%	1
Have not issued complaint	99%	69	97%	32
Number of Respondents		70		33
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	100%	1	0%	0
Have not attended	0%	0	0%	0
Number of Respondents		1		0

Department of Education - Grantee Satisfaction Study
2011
Migrant Education Program (MEP) -- Title I, Part C
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	75%	3	0%	0
Did not use	25%	1	0%	0
Number of Respondents		4		0
Contacted the Impact Aid Program for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	4	0%	0
Number of Respondents		4		0
School district contacted by the Impact Aid Program in the past year				
Contacted	50%	2	0%	0
Was not contacted	50%	2	0%	0
Number of Respondents		4		0
Receive timely communications regarding outcome of review				
Received	100%	2	0%	0
Did not receive	0%	0	0%	0
Number of Respondents		2		0
Areas in which you would like technical assistance~				
Child Eligibility/Identification & Recruitment	0%	0	24%	8
Provision of Services	0%	0	27%	9
Parental Involvement/Parent Advisory Committee	0%	0	18%	6
Comprehensive Needs Assessment/Service Delivery Plan	0%	0	27%	9
Program Evaluation	0%	0	58%	19
Fiscal Requirements	0%	0	42%	14
Number of Respondents		0		33
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	56%	18	0%	0
Have not received visit	38%	12	0%	0
Don't know	6%	2	0%	0
Number of Respondents		32		0

Department of Education - Grantee Satisfaction Study
2011

Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program
Attribute Table

	2011
	Scores
Sample Size	41
ED Staff/Coordination	93
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	95
Accuracy of responses	95
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	90
ED-funded Technical Assistance	95
Knowledge of relevant legislation, regulations, policies, and procedures	96
Responsiveness to your questions	96
Accuracy of responses	95
Sufficiency of legal guidance in responses	91
Consistency of responses with ED staff	96
Collaboration with ED staff in providing relevant services	98
Collaboration with other ED-funded providers of technical assistance	93
Online Resources	63
Ease of finding materials online	61
Ease of submitting information to ED via the web	75
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011

Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program
Attribute Table

	2011
	Scores
Sample Size	41
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	76
ED's effectiveness in using technology to deliver its services	83
ED's quality of assistance	74
Effectiveness of automated process in improving state/LEA reporting	71
Expected reduction in federal paperwork	66
Documents	84
Clarity	83
Organization of information	85
Sufficiency of detail to meet your program needs	82
Relevance to your areas of need	86
Comprehensiveness in addressing the scope of issues that you face	82
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	81
Effectiveness of OESE in helping you learn to implement grant programs	84
Usefulness of OESE's technical assistance services as a model	77
ACSI	78
How satisfied are you with ED's products and services	82
How well ED's products and services meet expectations	76
How well ED compares with ideal products and services	73

Department of Education - Grantee Satisfaction Study
2011

Education for Homeless Children and Youth Grants for State and Local Activities/McKinney-Vento Education for Homeless Children and Youth Program
Attribute Table

	2011
	Scores
Sample Size	41
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Education for Homeless Children and Youth Grants for State and Local Activities/	95
Staff responsiveness in answering questions	95
Staff knowledge of technical material	95
Effectiveness of TA in helping meet program compliance requirements	95
Effectiveness of TA in helping improve performance results	91
Effectiveness of TA in developing cross-program collaborations	88
Courteousness and professionalism of NCHE staff	98
Overall satisfaction with TA provided by NCHE	96

Department of Education - Grantee Satisfaction Study
2011

Program - Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	88%	36
Do not have interaction	12%	5
Don't Know	0%	0
Number of Respondents		41
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	90%	37
Other electronic system	7%	3
Do not use electronic system, submit hard copy	2%	1
Number of Respondents		41
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	39%	16
Agree	56%	23
Disagree	5%	2
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		41
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	41
Number of Respondents		41

Department of Education - Grantee Satisfaction Study
2011
Program - Neglected and Delinquent State and Local
Attribute Table

	2011
	Scores
Sample Size	37
ED Staff/Coordination	88
Knowledge of relevant legislation, regulations, policies, and procedures	89
Responsiveness to your questions	88
Accuracy of responses	90
Sufficiency of legal guidance in responses	88
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	87
ED-funded Technical Assistance	87
Knowledge of relevant legislation, regulations, policies, and procedures	86
Responsiveness to your questions	86
Accuracy of responses	87
Sufficiency of legal guidance in responses	84
Consistency of responses with ED staff	87
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	87
Online Resources	68
Ease of finding materials online	66
Ease of submitting information to ED via the web	72
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Neglected and Delinquent State and Local
Attribute Table

	2011
	Scores
Sample Size	37
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	71
ED's effectiveness in using technology to deliver its services	81
ED's quality of assistance	70
Effectiveness of automated process in improving state/LEA reporting	66
Expected reduction in federal paperwork	56
Documents	78
Clarity	78
Organization of information	80
Sufficiency of detail to meet your program needs	78
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	76
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	78
Effectiveness of OESE in helping you learn to implement grant programs	81
Usefulness of OESE's technical assistance services as a model	74
ACSI	72
How satisfied are you with ED's products and services	77
How well ED's products and services meet expectations	69
How well ED compares with ideal products and services	69

Department of Education - Grantee Satisfaction Study
 2011
 Program - Neglected and Delinquent State and Local
 Attribute Table

	2011
	Scores
Sample Size	37
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Neglected and Delinquent State and Local	90
Staff responsiveness in answering questions	90
Staff knowledge of technical material	88
Effectiveness of TA in helping meet program compliance requirements	87
Effectiveness of TA in helping improve performance results	84
Effectiveness of TA in developing cross-program collaborations	83
Courteousness and professionalism of NDTAC staff	97
Overall satisfaction with TA provided by NDTAC	90

Department of Education - Grantee Satisfaction Study
2011
Program - Neglected and Delinquent State and Local
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	97%	36
Do not have interaction	3%	1
Don't Know	0%	0
Number of Respondents	37	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	100%	37
Other electronic system	0%	0
Do not use electronic system, submit hard copy	0%	0
Number of Respondents	37	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	11%	4
Agree	86%	32
Disagree	3%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	37	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	37
Number of Respondents	37	

Department of Education - Grantee Satisfaction Study
2011
Title I, Part A - Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

	2010	2011
	Scores	Scores
Sample Size	23	38
ED Staff/Coordination	84	86
Knowledge of relevant legislation, regulations, policies, and procedures	86	92
Responsiveness to your questions	81	85
Accuracy of responses	87	89
Sufficiency of legal guidance in responses	84	86
Consistency of responses with ED staff from different program offices	81	80
Collaboration with other ED programs or offices in providing relevant services	80	78
ED-funded Technical Assistance	83	78
Knowledge of relevant legislation, regulations, policies, and procedures	82	79
Responsiveness to your questions	86	79
Accuracy of responses	83	78
Sufficiency of legal guidance in responses	79	74
Consistency of responses with ED staff	85	76
Collaboration with ED staff in providing relevant services	84	80
Collaboration with other ED-funded providers of technical assistance	83	80
Online Resources	70	56
Ease of finding materials online	64	50
Ease of submitting information to ED via the web	77	67
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	73	70
ED's effectiveness in using technology to deliver its services	79	77
ED's quality of assistance	75	68
Effectiveness of automated process in improving state/LEA reporting	73	64
Expected reduction in federal paperwork	61	58

Department of Education - Grantee Satisfaction Study
2011
Title I, Part A - Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

	2010	2011
	Scores	Scores
Sample Size	23	38
Documents	77	79
Clarity	76	77
Organization of information	78	79
Sufficiency of detail to meet your program needs	75	78
Relevance to your areas of need	80	82
Comprehensiveness in addressing the scope of issues that you face	76	77
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	75	75
Effectiveness of OESE in helping you learn to implement grant programs	79	78
Usefulness of OESE's technical assistance services as a model	69	71
ACSI	73	70
How satisfied are you with ED's products and services	78	75
How well ED's products and services meet expectations	70	68
How well ED compares with ideal products and services	70	66
Complaint	1	0
Issued a formal complaint about assistance received from ED staff member	1	0
Title I, Part A-Improving Basic Programs Operated by Local Educational Agencies		
Timeliness of response from staff	--	78
Clarity of information from staff	--	83
Staff knowledge of program	--	89
Providing interpretation of Title I statute and/or regulations	--	84
Helping with implementation of Title I in your state	--	81
Relevance of information from Title I activities	--	79
Clarity of information from Title I activities	--	79
Usefulness of Title I activities to program	--	79

Department of Education - Grantee Satisfaction Study
2011
Title I, Part A - Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	61%	96	82%	31
Do not have interaction	29%	46	18%	7
Don't Know	10%	16	0%	0
Number of Respondents		158		38
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	85%	134	100%	38
Other electronic system	11%	18	0%	0
Do not use electronic system, submit hard copy	4%	6	0%	0
Number of Respondents		158		38
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	35	16%	6
Agree	69%	109	79%	30
Disagree	8%	12	5%	2
Strongly Disagree	1%	2	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		158		38
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	1%	2	0%	0
Have not issued complaint	99%	156	100%	38
Number of Respondents		158		38
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	75%	3	0%	0
Have not attended	25%	1	0%	0
Number of Respondents		4		0

Department of Education - Grantee Satisfaction Study
2011
Title I, Part A - Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	87%	27	0%	0
Did not use	13%	4	0%	0
Number of Respondents		31		0
Contacted the Impact Aid Program for technical assistance				
Contacted	42%	13	0%	0
Did not contact	58%	18	0%	0
Number of Respondents		31		0
School district contacted by the Impact Aid Program in the past year				
Contacted	45%	14	0%	0
Was not contacted	55%	17	0%	0
Number of Respondents		31		0
Receive timely communications regarding outcome of review				
Received	79%	11	0%	0
Did not receive	21%	3	0%	0
Number of Respondents		14		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	47%	22	0%	0
Have not received visit	45%	21	0%	0
Don't know	9%	4	0%	0
Number of Respondents		47		0

Department of Education - Grantee Satisfaction Study
2011
Program - English Language Acquisition State Grants_Title III State Formula Grant Program

	2010	2011
	Scores	Scores
Sample Size	43	41
ED Staff/Coordination	78	84
Knowledge of relevant legislation, regulations, policies, and procedures	83	88
Responsiveness to your questions	81	88
Accuracy of responses	82	86
Sufficiency of legal guidance in responses	78	84
Consistency of responses with ED staff from different program offices	69	77
Collaboration with other ED programs or offices in providing relevant services	71	74
ED-funded Technical Assistance	84	84
Knowledge of relevant legislation, regulations, policies, and procedures	83	86
Responsiveness to your questions	86	89
Accuracy of responses	84	85
Sufficiency of legal guidance in responses	79	79
Consistency of responses with ED staff	83	82
Collaboration with ED staff in providing relevant services	81	80
Collaboration with other ED-funded providers of technical assistance	84	83
Online Resources	68	59
Ease of finding materials online	64	55
Ease of submitting information to ED via the web	73	65
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	73	73
ED's effectiveness in using technology to deliver its services	80	84
ED's quality of assistance	75	67
Effectiveness of automated process in improving state/LEA reporting	72	64
Expected reduction in federal paperwork	64	73

Department of Education - Grantee Satisfaction Study
2011
Program - English Language Acquisition State Grants_Title III State Formula Grant Program

	2010	2011
	Scores	Scores
Sample Size	43	41
Documents	74	71
Clarity	74	72
Organization of information	78	74
Sufficiency of detail to meet your program needs	71	66
Relevance to your areas of need	79	79
Comprehensiveness in addressing the scope of issues that you face	70	68
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	73	73
Effectiveness of OESE in helping you learn to implement grant programs	77	75
Usefulness of OESE's technical assistance services as a model	66	70
ACSI	69	68
How satisfied are you with ED's products and services	74	75
How well ED's products and services meet expectations	67	65
How well ED compares with ideal products and services	66	61
Complaint	3	0
Issued a formal complaint about assistance received from ED staff member	3	0
English Acquisition State Grants/Title III State Formula Grant Program		
Timeliness of response from program officer	80	86
Clarity of information from program officer	77	84
Usefulness of technical assistance from program officer	80	85
Providing an interpretation of the Title III statute and/or regulations	77	82
Helping with your implementation of Title III in your state	78	81
Method of delivery of technical assistance from Title III activities	78	85
Clarity of information of technical assistance from Title III activities	76	84
Usefulness of technical assistance from Title III activities	79	83
Helping your State comply with Title III requirements	75	80
Helping your State improve programs for English learners	69	67
Effectiveness of website in providing needed information	75	77
Effectiveness of website in helping inform programs serving ELLs in your state	74	75

Department of Education - Grantee Satisfaction Study
2011
Program - English Language Acquisition State Grants/Title III State Formula Grant Program
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	79%	81	88%	36
Do not have interaction	16%	16	10%	4
Don't Know	6%	6	2%	1
Number of Respondents		103		41
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	89%	92	93%	38
Other electronic system	6%	6	2%	1
Do not use electronic system, submit hard copy	5%	5	5%	2
Number of Respondents		103		41
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	17%	17	22%	9
Agree	69%	71	59%	24
Disagree	12%	12	15%	6
Strongly Disagree	3%	3	2%	1
Does Not Apply	0%	0	2%	1
Number of Respondents		103		41
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	3%	3	0%	0
Have not issued complaint	97%	100	100%	41
Number of Respondents		103		41
Attended one or more national meetings sponsored by the SLC program				
Attended	50%	1	0%	0
Have not attended	50%	1	0%	0
Number of Respondents		2		0

Department of Education - Grantee Satisfaction Study
2011
Program - English Language Acquisition State Grants/Title III State Formula Grant Program
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	78%	7	0%	0
Did not use	22%	2	0%	0
Number of Respondents		9		0
Contacted the Impact Aid Program for technical assistance				
Contacted	11%	1	0%	0
Did not contact	89%	8	0%	0
Number of Respondents		9		0
School district contacted by the Impact Aid Program in the past year				
Contacted	33%	3	0%	0
Was not contacted	67%	6	0%	0
Number of Respondents		9		0
Receive timely communications regarding outcome of review				
Received	100%	3	0%	0
Did not receive	0%	0	0%	0
Number of Respondents		3		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	48%	49	44%	18
Have not received visit	46%	47	56%	23
Don't know	7%	7	0%	0
Number of Respondents		103		41

Department of Education - Grantee Satisfaction Study
2011
Program - School Improvement Fund

	2010	2011
	Scores	Scores
Sample Size	22	23
ED Staff/Coordination	88	85
Knowledge of relevant legislation, regulations, policies, and procedures	90	90
Responsiveness to your questions	83	78
Accuracy of responses	92	88
Sufficiency of legal guidance in responses	90	85
Consistency of responses with ED staff from different program offices	85	82
Collaboration with other ED programs or offices in providing relevant services	86	82
ED-funded Technical Assistance	79	88
Knowledge of relevant legislation, regulations, policies, and procedures	77	86
Responsiveness to your questions	79	91
Accuracy of responses	78	87
Sufficiency of legal guidance in responses	76	87
Consistency of responses with ED staff	81	89
Collaboration with ED staff in providing relevant services	79	91
Collaboration with other ED-funded providers of technical assistance	79	89
Online Resources	67	66
Ease of finding materials online	61	62
Ease of submitting information to ED via the web	75	73
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	75	68
ED's effectiveness in using technology to deliver its services	81	79
ED's quality of assistance	74	64
Effectiveness of automated process in improving state/LEA reporting	72	59
Expected reduction in federal paperwork	67	57

Department of Education - Grantee Satisfaction Study
2011
Program - School Improvement Fund

	2010	2011
	Scores	Scores
Sample Size	22	23
Documents	85	79
Clarity	85	77
Organization of information	84	82
Sufficiency of detail to meet your program needs	84	76
Relevance to your areas of need	89	82
Comprehensiveness in addressing the scope of issues that you face	83	80
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	75	73
Effectiveness of OESE in helping you learn to implement grant programs	80	77
Usefulness of OESE's technical assistance services as a model	68	69
ACSI	74	72
How satisfied are you with ED's products and services	81	78
How well ED's products and services meet expectations	68	67
How well ED compares with ideal products and services	72	71
Complaint	0	0
Issued a formal complaint about assistance received from ED staff member	0	0
School Improvement Fund		
Timeliness of response from staff	--	76
Clarity of information provided by staff	--	84
Usefulness of technical assistance to program	--	90
Consultations provide an interpretation of SIG statute and/or regulations	--	86
Consultations help with implementation of SIG in your state	--	86
Ease of understanding SIG application process	--	58

Department of Education - Grantee Satisfaction Study
2011
Program - School Improvement Fund
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	71%	50	91%	21
Do not have interaction	24%	17	4%	1
Don't Know	4%	3	4%	1
Number of Respondents		70		23
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	84%	59	96%	22
Other electronic system	11%	8	4%	1
Do not use electronic system, submit hard copy	4%	3	0%	0
Number of Respondents		70		23
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	27%	19	30%	7
Agree	61%	43	57%	13
Disagree	11%	8	13%	3
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		70		23
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	3%	2	0%	0
Have not issued complaint	97%	68	100%	23
Number of Respondents		70		23
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0
Attended one or more national meetings sponsored by the SLC program				
Attended	50%	1	0%	0
Have not attended	50%	1	0%	0
Number of Respondents		2		0

Department of Education - Grantee Satisfaction Study
2011
Program - School Improvement Fund
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	91%	10	0%	0
Did not use	9%	1	0%	0
Number of Respondents		11		0
Contacted the Impact Aid Program for technical assistance				
Contacted	18%	2	0%	0
Did not contact	82%	9	0%	0
Number of Respondents		11		0
School district contacted by the Impact Aid Program in the past year				
Contacted	45%	5	0%	0
Was not contacted	55%	6	0%	0
Number of Respondents		11		0
Receive timely communications regarding outcome of review				
Received	80%	4	0%	0
Did not receive	20%	1	0%	0
Number of Respondents		5		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	48%	14	0%	0
Have not received visit	41%	12	0%	0
Don't know	10%	3	0%	0
Number of Respondents		29		0
Received SIG onsite monitoring visit in past year				
Received visit	0%	0	17%	4
Have not received visit	0%	0	83%	19
Number of Respondents		0		23

Department of Education - Grantee Satisfaction Study
2011

Enhancing Education Through Technology (Ed-Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants
Attribute Table

	2011
	Scores
Sample Size	23
ED Staff/Coordination	73
Knowledge of relevant legislation, regulations, policies, and procedures	85
Responsiveness to your questions	70
Accuracy of responses	70
Sufficiency of legal guidance in responses	70
Consistency of responses with ED staff from different program offices	75
Collaboration with other ED programs or offices in providing relevant services	65
ED-funded Technical Assistance	75
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	84
Accuracy of responses	77
Sufficiency of legal guidance in responses	67
Consistency of responses with ED staff	68
Collaboration with ED staff in providing relevant services	71
Collaboration with other ED-funded providers of technical assistance	74
Online Resources	58
Ease of finding materials online	56
Ease of submitting information to ED via the web	62
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011

Enhancing Education Through Technology (Ed-Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants
Attribute Table

	2011
	Scores
Sample Size	23
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	52
ED's effectiveness in using technology to deliver its services	52
ED's quality of assistance	47
Effectiveness of automated process in improving state/LEA reporting	50
Expected reduction in federal paperwork	61
Documents	54
Clarity	55
Organization of information	56
Sufficiency of detail to meet your program needs	51
Relevance to your areas of need	59
Comprehensiveness in addressing the scope of issues that you face	51
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	52
Effectiveness of OESE in helping you learn to implement grant programs	54
Usefulness of OESE's technical assistance services as a model	49
ACSI	50
How satisfied are you with ED's products and services	55
How well ED's products and services meet expectations	48
How well ED compares with ideal products and services	43

Department of Education - Grantee Satisfaction Study
2011

Enhancing Education Through Technology (Ed-Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants
Attribute Table

	2011
	Scores
Sample Size	23
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Enhancing Education Through Technology (Ed-Tech) State Program Education Technol	65
Consultation provided interpretation of Title II, Part D (EETT)	70
Consultation helped with implementation of Title II, Part D (EETT)	66
Usefulness of guidance document provided by EETT program office	69
Usefulness of information presented at national meetings	60
Monitoring process helps with compliance efforts	60
Monitoring process helps improve performance results	54
Effectiveness of relationship with EETT program office	68

Department of Education - Grantee Satisfaction Study
2011

Enhancing Education Through Technology (Ed-Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants
Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	52%	12
Do not have interaction	48%	11
Don't Know	0%	0
Number of Respondents	23	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	91%	21
Other electronic system	4%	1
Do not use electronic system, submit hard copy	4%	1
Number of Respondents	23	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	0%	0
Agree	52%	12
Disagree	35%	8
Strongly Disagree	9%	2
Does Not Apply	4%	1
Number of Respondents	23	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	23
Number of Respondents	23	

Department of Education - Grantee Satisfaction Study
 2011
 Program - Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) Program
 Attribute Table

	2011
	Scores
Sample Size	17
ED Staff/Coordination	95
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	94
Accuracy of responses	96
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff from different program offices	91
Collaboration with other ED programs or offices in providing relevant services	94
ED-funded Technical Assistance	84
Knowledge of relevant legislation, regulations, policies, and procedures	83
Responsiveness to your questions	83
Accuracy of responses	83
Sufficiency of legal guidance in responses	89
Consistency of responses with ED staff	78
Collaboration with ED staff in providing relevant services	89
Collaboration with other ED-funded providers of technical assistance	78
Online Resources	74
Ease of finding materials online	71
Ease of submitting information to ED via the web	77
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
 2011
 Program - Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) Program
 Attribute Table

	2011
	Scores
Sample Size	17
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	60
ED's effectiveness in using technology to deliver its services	68
ED's quality of assistance	74
Effectiveness of automated process in improving state/LEA reporting	78
Expected reduction in federal paperwork	49
Documents	70
Clarity	68
Organization of information	73
Sufficiency of detail to meet your program needs	69
Relevance to your areas of need	68
Comprehensiveness in addressing the scope of issues that you face	70
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	72
Effectiveness of OESE in helping you learn to implement grant programs	72
Usefulness of OESE's technical assistance services as a model	61
ACSI	73
How satisfied are you with ED's products and services	78
How well ED's products and services meet expectations	68
How well ED compares with ideal products and services	69

Department of Education - Grantee Satisfaction Study
 2011
 Program - Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) Program
 Attribute Table

	2011
	Scores
Sample Size	17
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement	82
Staff available to take call/inquiry	89
Staff understand nature of request(s)	93
Staff answer question(s) correctly	91
Staff answer questions in timely manner	94
Staff provide interpretation of REAP/SRSA legislation/regulations	83
Staff provide accurate guidance on eligibility, app, use of funds, or other req.	88
Staff help you fully participate in REAP/SRSA Program	91
Usefulness of REAP/SRSA website in providing information needed	80
Clarity and User friendliness of REAP/SRSA website	77
REAP/SRSA website relevance to needs	79
Desk monitoring, as means to describe/demonstrate compliance	83
Desk monitoring, as opp. to inform Prog.Office of district's situation/needs	76
Available fund balance notices/telephone calls	89

Department of Education - Grantee Satisfaction Study
 2011
 Program - Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) Program
 Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	12%	2
Do not have interaction	76%	13
Don't Know	12%	2
Number of Respondents	17	
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents	0	
Reporting system used for reporting accountability data		
EDEN/EDFacts	35%	6
Other electronic system	35%	6
Do not use electronic system, submit hard copy	29%	5
Number of Respondents	17	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	24%	4
Agree	65%	11
Disagree	6%	1
Strongly Disagree	6%	1
Does Not Apply	0%	0
Number of Respondents	17	
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	17
Number of Respondents	17	

Department of Education - Grantee Satisfaction Study
 2011
 Program - Comprehensive Regional Assistance Centers/Comprehensive Centers
 Attribute Table

	2011
	Scores
Sample Size	13
ED Staff/Coordination	91
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	92
Accuracy of responses	97
Sufficiency of legal guidance in responses	95
Consistency of responses with ED staff from different program offices	85
Collaboration with other ED programs or offices in providing relevant services	85
ED-funded Technical Assistance	90
Knowledge of relevant legislation, regulations, policies, and procedures	91
Responsiveness to your questions	91
Accuracy of responses	91
Sufficiency of legal guidance in responses	90
Consistency of responses with ED staff	90
Collaboration with ED staff in providing relevant services	88
Collaboration with other ED-funded providers of technical assistance	86
Online Resources	72
Ease of finding materials online	78
Ease of submitting information to ED via the web	66
Websites and Databases Overall	--
Field Reader System overall	--
Grants.gov overall	--
e-Grants overall	--
G5 overall	--
FIPSE Online Database overall	--
FIPSE Web Pages overall	--
GEAR UP Database overall	--
GEAR UP Web Pages overall	--
IRIS (Used by International Programs – IFLE) overall	--
IFLE Web Pages overall	--
TRIO Online APR System overall	--
TRIO Web Pages overall	--

Department of Education - Grantee Satisfaction Study
2011
Program - Comprehensive Regional Assistance Centers/Comprehensive Centers
Attribute Table

	2011 Scores
Sample Size	13
Websites and Databases - Problem Mitigation	--
Field Reader System - problem mitigation	--
Grants.gov - problem mitigation	--
e-Grants - problem mitigation	--
G5 - problem mitigation	--
FIPSE Online Database - problem mitigation	--
FIPSE Web Pages - problem mitigation	--
GEAR UP Database - problem mitigation	--
GEAR UP Web Pages - problem mitigation	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--
IFLE Web Pages - problem mitigation	--
TRIO Online APR System - problem mitigation	--
TRIO Web Pages - problem mitigation	--
Technology	61
ED's effectiveness in using technology to deliver its services	62
ED's quality of assistance	70
Effectiveness of automated process in improving state/LEA reporting	72
Expected reduction in federal paperwork	61
Documents	78
Clarity	81
Organization of information	81
Sufficiency of detail to meet your program needs	76
Relevance to your areas of need	76
Comprehensiveness in addressing the scope of issues that you face	75
Information in Application Package	--
Program Purpose	--
Program Priorities	--
Selection Criteria	--
Review Process	--
Budget Information and Forms	--
Deadline for Submission	--
Dollar Limit on Awards	--
Page Limitation Instructions	--
Formatting Instructions	--
Program Contact	--
OESE's Technical Assistance	78
Effectiveness of OESE in helping you learn to implement grant programs	82
Usefulness of OESE's technical assistance services as a model	68
ACSI	69
How satisfied are you with ED's products and services	74
How well ED's products and services meet expectations	71
How well ED compares with ideal products and services	62
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Comprehensive Regional Assistance Centers/Comprehensive Centers	93
Accessibility of ED Comprehensive Centers program staff	93
General responsiveness of ED Comprehensive Centers program staff	92
Level of understanding staff demonstrated regarding technical assistance needs	91
Working relationship with ED's Comprehensive Centers program staff	95
Usefulness of Semi-annual Directors meetings	95
Usefulness of Annual Leveraging Resources meeting	69
Timeliness of staff service	91
Clarity of information from staff	93
Usefulness of staff services to your Center	95

Department of Education - Grantee Satisfaction Study
 2011
 Program - Comprehensive Regional Assistance Centers/Comprehensive Centers
 Demographics

	2011	
	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff		
Have interaction	100%	13
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		13
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	0%	0
Do not have interaction	0%	0
Don't Know	0%	0
Number of Respondents		0
Reporting system used for reporting accountability data		
EDEN/EDFacts	15%	2
Other electronic system	54%	7
Do not use electronic system, submit hard copy	31%	4
Number of Respondents		13
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	23%	3
Agree	77%	10
Disagree	0%	0
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents		13
Issued a formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	13
Number of Respondents		13

Department of Education - Grantee Satisfaction Study
2011
Program - Rural Education Achievement Program (REAP)_Rural and Low Income School Program

	2010	2011
	Scores	Scores
Sample Size	26	42
ED Staff/Coordination	80	91
Knowledge of relevant legislation, regulations, policies, and procedures	88	93
Responsiveness to your questions	63	90
Accuracy of responses	86	92
Sufficiency of legal guidance in responses	83	90
Consistency of responses with ED staff from different program offices	81	91
Collaboration with other ED programs or offices in providing relevant services	79	88
ED-funded Technical Assistance	81	84
Knowledge of relevant legislation, regulations, policies, and procedures	83	85
Responsiveness to your questions	82	81
Accuracy of responses	79	87
Sufficiency of legal guidance in responses	79	85
Consistency of responses with ED staff	80	87
Collaboration with ED staff in providing relevant services	83	85
Collaboration with other ED-funded providers of technical assistance	82	78
Online Resources	69	73
Ease of finding materials online	64	70
Ease of submitting information to ED via the web	76	80
Websites and Databases Overall	--	--
Field Reader System overall	--	--
Grants.gov overall	--	--
e-Grants overall	--	--
G5 overall	--	--
FIPSE Online Database overall	--	--
FIPSE Web Pages overall	--	--
GEAR UP Database overall	--	--
GEAR UP Web Pages overall	--	--
IRIS (Used by International Programs – IFLE) overall	--	--
IFLE Web Pages overall	--	--
TRIO Online APR System overall	--	--
TRIO Web Pages overall	--	--
Websites and Databases - Problem Mitigation	--	--
Field Reader System - problem mitigation	--	--
Grants.gov - problem mitigation	--	--
e-Grants - problem mitigation	--	--
G5 - problem mitigation	--	--
FIPSE Online Database - problem mitigation	--	--
FIPSE Web Pages - problem mitigation	--	--
GEAR UP Database - problem mitigation	--	--
GEAR UP Web Pages - problem mitigation	--	--
IRIS (Used by International Programs – IFLE) - problem mitigation	--	--
IFLE Web Pages - problem mitigation	--	--
TRIO Online APR System - problem mitigation	--	--
TRIO Web Pages - problem mitigation	--	--
Technology	69	78
ED's effectiveness in using technology to deliver its services	75	85
ED's quality of assistance	73	79
Effectiveness of automated process in improving state/LEA reporting	73	77
Expected reduction in federal paperwork	54	67

Department of Education - Grantee Satisfaction Study
2011
Program - Rural Education Achievement Program (REAP)_Rural and Low Income School Program

	2010	2011
	Scores	Scores
Sample Size	26	42
Documents	78	84
Clarity	79	83
Organization of information	79	85
Sufficiency of detail to meet your program needs	76	83
Relevance to your areas of need	82	85
Comprehensiveness in addressing the scope of issues that you face	76	83
Information in Application Package	--	--
Program Purpose	--	--
Program Priorities	--	--
Selection Criteria	--	--
Review Process	--	--
Budget Information and Forms	--	--
Deadline for Submission	--	--
Dollar Limit on Awards	--	--
Page Limitation Instructions	--	--
Formatting Instructions	--	--
Program Contact	--	--
OESE's Technical Assistance	70	80
Effectiveness of OESE in helping you learn to implement grant programs	74	81
Usefulness of OESE's technical assistance services as a model	61	78
ACSI	65	77
How satisfied are you with ED's products and services	71	81
How well ED's products and services meet expectations	62	77
How well ED compares with ideal products and services	62	69
Complaint	4	0
Issued a formal complaint about assistance received from ED staff member	4	0
Rural Education Achievement Program (REAP)/Rural and Low Income School Program		
Providing an interpretation of RLIS legislation/regulation	80	86
Providing guidance on eligibility and/or other reporting requirements	81	88
Helping you with the implementation of the RLIS Program	80	85
Helping you with compliance efforts	78	85
Helping you improve performance results	74	78
Helping you provide guidance and oversight to sub-recipients	78	83
Helping you provide technical assistance to sub-recipients	77	83
Usefulness of the RLIS website in providing the information you needed	79	80
User friendliness of the RLIS website	78	77
Responsiveness to information requests	78	87
Helpfulness in resolving implementation/eligibility issues	78	87
Supportiveness in helping you complete eligibility spreadsheets	81	90
Supportiveness in helping you meet annual reporting requirements	81	87
Helping you with program implementation for RLIS	77	83
Helping you complete and submit accurate eligibility spreadsheets for RLIS	79	86

Department of Education - Grantee Satisfaction Study
2011
Program - Rural Education Achievement Program (REAP)/Rural and Low Income School Program
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Interact with ED-funded providers of technical assistance separate from ED staff				
Have interaction	58%	46	24%	10
Do not have interaction	33%	26	71%	30
Don't Know	10%	8	5%	2
Number of Respondents		80		42
Interact with ED-funded providers of tech assistance separate from ED staff -OPE				
Have interaction	0%	0	0%	0
Do not have interaction	0%	0	0%	0
Don't Know	0%	0	0%	0
Number of Respondents		0		0
Reporting system used for reporting accountability data				
EDEN/EDFacts	86%	69	83%	35
Other electronic system	10%	8	10%	4
Do not use electronic system, submit hard copy	4%	3	7%	3
Number of Respondents		80		42
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	26%	21	21%	9
Agree	63%	50	69%	29
Disagree	8%	6	5%	2
Strongly Disagree	3%	2	2%	1
Does Not Apply	1%	1	2%	1
Number of Respondents		80		42
Issued a formal complaint about assistance received from ED staff member				
Issued complaint	3%	2	0%	0
Have not issued complaint	98%	78	100%	42
Number of Respondents		80		42
Used written instruction and guidance documents for the TIF application				
Used	100%	1	0%	0
Did not use	0%	0	0%	0
Number of Respondents		1		0
Contacted the TIF program office for technical assistance				
Contacted	0%	0	0%	0
Did not contact	100%	1	0%	0
Number of Respondents		1		0

Department of Education - Grantee Satisfaction Study
2011
Program - Rural Education Achievement Program (REAP)/Rural and Low Income School Program
Demographics

	2010		2011	
	Percent	Frequency	Percent	Frequency
Used written instruction and guidance documents for the Impact Aid application				
Used	85%	11	0%	0
Did not use	15%	2	0%	0
Number of Respondents		13		0
Contacted the Impact Aid Program for technical assistance				
Contacted	31%	4	0%	0
Did not contact	69%	9	0%	0
Number of Respondents		13		0
School district contacted by the Impact Aid Program in the past year				
Contacted	62%	8	0%	0
Was not contacted	38%	5	0%	0
Number of Respondents		13		0
Receive timely communications regarding outcome of review				
Received	88%	7	0%	0
Did not receive	13%	1	0%	0
Number of Respondents		8		0
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	54%	14	0%	0
Have not received visit	42%	11	0%	0
Don't know	4%	1	0%	0
Number of Respondents		26		0

U.S. Department of Education Grantee Satisfaction Survey 2011 Verbatim Comments

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

Race to the Top

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Connection with IES SLDS program staff.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Grants.gov, G5.

Via email.

Q38. Please describe how ED can improve its service to you.

By turning around amendments in a timely manner.

I have not issued a formal complaint in writing, but have expressed frustration and concerns on a number of occasions on calls with our Program Officer and in our ED site visit. The staff has been helpful, responsive, and thoughtful, but the documents and processes have been less so; the reporting burden has been problematic. To improve its service to us, ED should spend more time in designing its administrative and reporting processes (prior to implementing them), giving particular thought to the level and quantity of detail that needs to be collected in order for them to provide meaningful oversight. Several of the processes and associated documents have lacked clarity of purpose, specificity regarding what will be done with the information once collected, and clarity regarding what is being required. The processes seem frequently to be focused at an inappropriately low level of detail - one that feels mismatched with ED's oversight role, that likely adds little value to the oversight process (particularly because the information is almost all 'intermediate'/related to activities in planning or very early implementation stages), and that adds undue burden to our implementation team (i.e., the excessive reporting crowds out time we need to devote to accomplishing the slate of complex initiatives ED is paying us to complete). ED would improve its service if it required us to report only the bare minimum of information needed to document that we are doing what we said we'd do, or if we're changing a method/approach, that we will still meet our stated outcomes and key high level deliverables. Significant reporting should be at most biannual, with lighter check-ins to monitor progress; and the amendment process should require significant documentation only for major adjustments to our implementation plans. The reporting regime instituted by ED is one of the major impediments to successful implementation of Race to the Top.

I would like to see more guidance and suggestions for where ED believes that federal funds can be used in a more flexible and cross cutting manner. In many respects, the program offices within ED are still 'siloed' when it comes to allowable uses of funds.

It goes to timeliness of responses and on the other hand setting deadlines that are not realistic in a education calendar (e.g. setting RTT SOWs for 90 calendar days at the start of a school year - very difficult for LEAS) which end of promoting lack of deep understanding for major policy shifts

CUSTOM QUESTIONS

Q7. Please share any comments on how the ISU can better support your work?

The ISU staff genuinely listens and models a collaborative spirit of learning together while at the same time stressing accountability for performance.

Turn around amendments in a timely manner.

Race to the Top Assessment

CORE QUESTIONS

Q38. Please describe how ED can improve its service to you.

Clarity of purpose in text provided for varying programs (i.e., more plain talk) might be helpful as many agencies go through tremendous turn-over and this would make transitioning new people more effective.

State Fiscal Stabilization Fund

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I have seen very little collaboration across any USDOE programs.

The webinars which had multiple offices involved.

There isn't one federally.

Q20. Please describe how ED could better use technology to deliver its services.

As requested during a webinar, distribution of materials in advance of the webinar would assist States in formulating relevant questions and make a more productive use of everyone's time.

Conference calls have been awkward with US DOE not having control over participants audio. Numerous calls have had disruptions due to bad connections, hold music, outside conversations, etc...

Additionally, numerous websites exist with a great deal of outdated content. Websites could be streamlined and made easier to use by various users grants (such as materials segmented for grantees, sub-recipients, policy officials, etc.).

Organize and set the stage so it doesn't become states talking all over each other. Many seem poorly organized.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Annual report.

Federal reporting.gov. (2)

For sfsf federalreporting.gov.

N/A.

SFSF Annual Report.

SFSF APR.

Q38. Please describe how ED can improve its service to you.

ED should not change processes or procedures or rules and regulations mid-stream or in reporting periods as has been the practice.

Give A LOT more lead time when reports are due and data are required. Have all USED areas talk with one another. Further, since the State Agency as well as most of our subgrantees work with multiple federal agencies, attempt to have the same kinds of data and information required for all programs. The difference between USDA and USED is incredible. Even the due dates and program ending/beginning dates conflict. This makes it very difficult for local school districts to respond accurately because of the variances in what is asked.

Hire people who have actually held a job in the field vs. campaign or caucus staffers. Deregulate. Stop making it up as you go (exceeding statutory authority). Respond when asked to. We are still waiting for a response to our state ARRA monitoring plan submission two years after it occurred and we've already had our first on-site monitoring visit. That is unacceptable.

I have been very pleased with the assistance that I have received from staff members. They have responded to my questions very quickly and have provided guidance along the way. I think where the ED information falls short is in the SFSF written guidance. The guidance in some cases does not give enough detail on the requirements of the program. Also, the information on the Phase II (education reform) requirements should have been released much earlier to states.

Make things easier to find on the website. Search tool is not very fine tuned.

Staff with a better understanding of k-12 schools and function of LEA's- more educational background.

When any guidance is updated, it would be useful to be told up front which sections have been changed. I'm thinking specifically about the ARRA SFSF guidance's.

CUSTOM QUESTIONS

Q7. Please share any comments on how the ISU can better support your work?

No idea what ISU is?

The ISU staff has been wonderful to work with.

Education Jobs Fund

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

CAROI.

There isn't one federally.

Q23a. What reporting system do you use for reporting accountability data? (Other)

FederalReporting.Gov. (2)

CUSTOM QUESTIONS

Q7. Please share any comments on how the ISU can better support your work?

Don't know what ISU is.

I haven't interacted with ISU staff

What is ISU?

National Professional Development Program

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Conference calls would be a useful way to have typical questions and answers addressed without overburdening the officers. Several of my colleagues who also have these grants and I seem to be asking some of the same basic questions, so having them answered collectively would save time. Also, a technology tutorial could/should be created to help standardize how the APRs are filled out each year. The reporting format changed several times, and based on emails sent out, it seems that not all grantees were filling them out as requested.

I have only had two conference calls in 4 years holding my grant. Email is often late, confused, and incomplete. I continue to require multiple back-and-forth communications to answer simple questions, such as 'can I use supplies funding to purchase a portable printer'. My officer could read email requests for information more promptly and more thoroughly, and provide responses in full sentences. Alternately, we could arrange more conference calls or a webinar format to answer questions on a regular basis.

I MUCH prefer e-grants to the grants.gov system, and I would love to see the USDE switch back to using that one. Also, other USDE grant programs have had webinars and conference calls during the application period, but those are not consistently available across all funding opportunities. I would like to see that changed so that applicants for all USDE funds have similar opportunities to ask questions, receive clarification, etc.

I wanted to attend a webinar, but could not get in. It was full but I wasn't notified about it until 1 day before the webinar. Another time I wasn't given a necessary password, and then after I called and was given a password it was incorrect and I had to call again.

Respond to emails and calls originating from our college.

Technology was used very well in reviewing grant applications. There hasn't really been much technology use in the processing of our own grant, except for the submission of the grant reports, which another office handles so I don't really know how well it works.

Test the sound to make sure people attending via the internet can hear everything!

The problems aren't with technology per se, but rather with the clarity of instructions on how to use the technology.

We had a difficult time applying recently for a grant and interfacing with our university system. Other than that, when completing my annual reports, I generally send these directly to them.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Ed.gov.

Email a pdf of the report.

Email attachment.

Email attachments.

Email pdf report.

Email pdf.

Email program officer.

Email to Program Officer. (2)

Email. (11)

Emailed our reports.

GPRA data and NPDP evaluations.

GPRA measures in annual reports submitted electronically.

I don't do it, so I don't know.

Internet.

Just email documents.

Not sure.

OELA's form.

Submitted most recent annual grant reports via email.

We are required to email our reports completed on a provided Word template.

Westat.

Q38. Please describe how ED can improve its service to you.

Award notices need to be received prior to the award year start.

Begin with surveys that actually make sense and address specific questions relevant to grant recipients. This one is meant to serve someone's need to check a box that a project has 'responded' regardless of the value of the responses.

By making sure that grant officers respond promptly to inquiries, that they are knowledgeable.

By using the different resources. We have an undergraduate, and strong graduate programs and our students are teachers serving the academic need of our culturally and linguistically students a long the state of Texas.

Consider the time difference between areas. At least twice, the deadline for submission was a day ahead for us, and the system was undergoing servicing so that we could not send our documents.

Having annual meetings in the DC area for IHE grant recipients in specific program areas would greatly facilitate grant implementation. We used to attend such meetings each fall. At these meetings, we were able to meet with our program officials and to obtain an even clearer understanding of our obligations. We were also able to network with other professionals who were implementing similar grants across the country. We would greatly appreciate having such opportunities be reinstated.

I am quite pleased with the service.

I would like confirmation of reports that I have submitted--for these last 4 years-- I just assume my report has arrived because I do not get contacted unless there is a problem.

Improve the organization of its website. When I need specific resources I often cannot find them, although when provided with an exact link I can. The site is simply very difficult to navigate.

In regards to grant award notifications: Timelines are not set, answers from Ed staff unclear (I'm not sure they know), and any 'dates' for notifications are always changed. This becomes increasingly difficult when you are expected to begin any new NPD awards on Sept. 1 (which mainly involves starting teachers in a program) and you don't find out anything until that start date! Just a shift in the entire system, so notifications are sent in May or June, will increase the success of these programs.

It might be nice to have a quick reference or guide to facilitate reporting and applications in addition to the comprehensive instructions.

It would be helpful to receive periodic updates on the availability of federal grants. I teach at a small college and sometimes it is difficult to get this information. Overall, however, I have been very satisfied with the services of ED and find data and information from their published reports to be very helpful.

It would help if we had advance notice of evaluation deadlines, especially when the initial deadlines are postponed. Over the course of our 5-year grant (we are in our 5th year), the accountability information required for the evaluations has changed. It would help if the required accountability information was consistent from one year's evaluation to the next.

More assistance when there is a technical problem of submission of information. An alternative way to send reports.

Overall, I am very pleased with my experience with ED. I think the one suggestion that I have would be to encourage a bit more collaboration among the grantees in sharing programs and results. It used to be that sharing could happen in a face-to-face context, as in a major conference, which would be the ideal. But perhaps this could also be done in a video conference that is either required or highly recommended.

Respond.

Responses to questions that arise are often not addresses. I submitted the annual report May 26, and only learned after three contacts with my officer that the report had not been received in accessible format. My Office of Research and Development and I emailed the report 5 times and eventually faxed it in. Having officers who pay attention to each grant and respond promptly and accurately to questions would help me a great deal.

Simplify language use in grant applications.

Some of the Program Officers seem very stretched. There need to be more hires so that Program Officers are not overwhelmed with managing projects from over 16-20 universities. This would really add to the products and services of the NPD project.

Sometimes I find the emailed responses from my program officer to be unnecessarily short--to the point where I have to follow up with two or three additional emails to get to the bottom of my original question.

Thanks for asking! I would appreciate increased communication and feedback from my program officer about meetings, reports that are due and any changes to reporting requirements. (I frequently only heard information from my officer after I had made contact with him with questions. In other words his role was more reactive than proactive.) I would like a regularly updated website with information and materials about grant requirements, deadlines, etc. and information about how to follow progress of other NPD projects. I would like to know if and when meetings of NPD grantees (which used to be annual) are going to be held. I would like to have clear and timely information about the processing of grant proposals and grant award notifications - - especially when the announced deadline is not met by ED. Unless I call or email someone in the office with my questions, we have no information about why the delays occurred, when to expect continuation funds or notification about new funds. An unexplained delay in receipt of continuation funds has occurred several times and it significantly damages progress of project activities. In addition, it is very disruptive to key project staff since salaries are not paid on time, etc. While some delays are, regrettably, understandable, as a Project Director and PI I would appreciate knowing, for instance how long the delay is going to be (e.g., two weeks, four weeks, somewhere between 8 and 12 weeks, etc.) so I can 1 - adjust timelines for project activities, 2 - make other financial arrangements (if necessary) for staff and students anticipating tuition scholarships and paid internships, 3 - inform prospective hires (in the case of new grant awards) who are awaiting to hear about positions. It seems very inefficient when small but clear updates on the website, or email communications from the program directors could alleviate this problem. Again, thank you for asking. More opportunities for feedback like this would be great. As a final note I want to mention that my rating numbers in the evaluation were mixed because I am very satisfied with the individuals running the program office (NPD Program, namely [Name]) while I have been very dissatisfied with my individual program managers.

The instructions for completing the reports never makes much sense. It just repeats the jargon of the report form. I'm never really sure what to do.

The specialist changed but I was never contacted by the new person so I wasn't sure who to contact for questions. The previous specialist, [Name], was very responsive. Maintaining communication and expectations is very helpful.

The staff seems overburdened. As is the situation in many offices, there are too few charged with doing too much. This makes timely, accurate, and complete responses more difficult to obtain. From this side of the situation, we want to do our very best work with the agency to ensure we are in complete compliance. At times the hit-or-miss communication from ED can hinder that process. It is at very least, frustrating.

Timelier response to email requests would be useful. Also, an email acknowledgement of receipt of formal documents would be useful.

CUSTOM QUESTIONS

Q7. What recommendations would you make for improving OELA's technical assistance to or grantee meeting with NPD applicants? NPD grantees?

An auto response when reports are submitted would be nice. More than once my grant specialist has asked for a report that was sent as if it hadn't been sent. However, I always CC others who tell me that they received the report, so a confirmation of submission would be nice.

As noted in the last open-ended response in this survey, my recommendation would be to require either a face-to-face meeting among grantees and OELA, or a webinar type meeting. Sharing our program designs, evaluation procedures, and results would enrich all the projects. I want to commend one action

taken by the ED/OELA staff around two years ago which was to highly encourage the NPD program grantees to submit an article based on our projects to Accelerate. That was a great way of encouraging ensuring quality work that could be disseminated to the field.

Assign officers to spend 1 or 2 hours a month working with each grantee. I honestly feel like no one pays attention to my grant until I make specific requests for information, and then I often need to submit the request multiple times.

Coordinate dissemination of necessary information. Info frequently is available via the collegial network sooner than received directly from ED.

During the first year of my NPD grant we met during a summit in DC. It was wonderful to see all of the work being done by other grantees. Also, it is a good medium for disseminating research and showing how the NPD programs are having an impact and are also research-based.

Firm dates for award notifications!

Having annual meetings again in the DC area. Such meetings allow for a more thorough understanding of grantee obligations. They also allow us to network with other professionals who are implementing similar grants across the U.S.

I feel the NPD program staff is knowledgeable, helpful and responsive. I am particularly impressed with [Name] and [Name]. Response times are quick, responses are thorough, and they are always available to answer questions. In the 8 yrs I have been working with their office as an NPD grantee, they have been consistently outstanding. My only thought for improvement would be to reinstate annual grantee meetings, even a one day meeting, so that we can receive updates, guidance, and have personal interaction with the department. I have had difficulty in navigating the OELA website and finding specific info. I have had to get directions from my program specialist to get where I want to go. I never did find anything called the OELA Reading Room. There are lots of ED Reading Rooms that pop up in a search.

I would recommend offering different levels of meetings: a meeting for first time grantees, and a separate meeting for those who have handled federal grants or ED grants before. I was quite overwhelmed in the beginning, and none of the meetings I attended at the OELA conference really answered my questions at all. They were all over my head. I have learned by trial and error and lots of support from colleagues here at my institution who have handled federal grants before.

Implement the yearly Rising Stars summits in D.C. These were the best meetings that addressed ELLs, latest research in the field, and available materials specifically for ELLs.

In the past year, there have been no grantee meetings that I have been notified of. In the past they were very useful. I could not attend the 2011 webinar because I was notified only 1 day in advance, and when I tried to register it was full.

It would be helpful if they were more regionally specific.

It would be helpful to have a venue where we could see what other grantees are doing.

It would help to have new program officers to be assigned to new projects--adds to the dynamism of the program.

More sharing of successful proposals. More training sessions for writing proposals.

No recommendations.

None.

None. I have been highly satisfied with workshops at TESOL, materials (which I have used in my graduate classes), and the assistance that I have received from NCELA, OELA, and the NPD program specialist for our grant.

OELA has made changes to the form used for reporting data, and I have found that using the new form has facilitated the data reporting process. I have appreciated the assistance I've received from OELA staff in writing the required reports, and also their flexibility in allowing us to make needed program modifications in order to meet our goals. I can't really think of any recommendations that would improve OELA's technical assistance, as I have always found that project staff was always available and responded to my questions in a timely manner.

Response.

The timeliness in response to submitted proposals is very slow, as are award letters for current grants. It makes it chaotic to get going at the beginning of the year when we don't know.

The webinars were very helpful this year as well as the former grantee meetings where you could meet with your specialist face to face. This helped to build a relationship and encouraged sharing among participants.

This time the application process was clear. The webinar was great! I liked the grantee meetings and found them extremely helpful. I appreciated knowing in advance, however, when they were going to be held because traveling on short notice is difficult given teaching, research and project responsibilities. We would have liked to have had notification about the call for proposals earlier, however. It was very difficult to write a new proposal (and involve the required partners) with such short notice.

Twice my program officer has stated that I have provided insufficient information in a report because she has 'lost' part of a document. We cleared up the matter both times, but I was made to feel as if I had done something wrong when in fact, she had the information but could not find it. So my recommendation is to tell project officers to double check what they may think has not been turned in on time and appropriately.

We have had one formal grantee meeting in WDC when our grant began, which I thought was great! It was the best conference on bilingual and ESL education that I have ever attended. However, we have not had any additional formal grantee meetings. An area that could be improved is the program officer's timely response to questions or requests for appointment changes. Sometimes, it takes a long time for our program officer to respond, and we have to repeatedly send an email/try to make contact by phone.

We need a time annually for NPD grantees to physically meet to discuss successes and challenges. The last couple of years that the SUMMIT was held were extremely helpful for grant productivity. Being able to talk with NPD program personnel was also extremely valuable. A webinar or conference call just doesn't meet that need for extended conversations and guidance.

Charter Schools Program (SEAs)

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

A good collaboration effort across programs that involve the charter school grant program would be to include other offices that this program affects in its webinars to the States. For example, if there is a webinar that discusses allowable cost, it would be advantageous to include not only the SEA, but also the office of finance that works in concert with the SEA. Both offices will then be abreast of the rules associated with the CSP.

There could probably be better coordination between the CSP grant program and SIG 1003(g) when it comes to the restart model.

Q20. Please describe how ED could better use technology to deliver its services.

The use of webinars is a good idea as a communication tool. However, the use of a telephone to listen to the webinar is a technology that is antiquated. I may suggest that ED incorporate the use of technology that would allow the webinar to be heard through the computer hardware versus the telephone. This process would fair better than what is now available. Attendees will no longer be subjected to listening to other attendees call waiting features and other distractions.

Q23a. What reporting system do you use for reporting accountability data? (Other)

CSP Data Collection.

CSP grant report submission.

Egrants.

Email. (2)

Formerly Egrants.

G5. (3)

Gaps.

Q38. Please describe how ED can improve its service to you.

Clear and concise answers in a timely manner.

Combine more funding streams; give SEAs greater flexibility in distribution of funding streams; allow for consolidated reporting; hand-hold SEAs and LEAs interested in pursuing a true form of consolidated schoolwide.

Continue to be responsive in a timely manner to questions sent via e-mail or phone call. I seldom need clarification, however, when I do need it, a rapid response is always appreciated.

Continue to provide web phone conferences. They are very helpful.

ED can assist us by creating and facilitating the passing of legislation that directs compliance with federal law with respect to charter schools. For example, because of limitations on the establishment of enrollment priorities, current state law does not permit a failing public school to convert to a charter school through the federal school reform restart model.

Finding information on the general ed.gov website is still not as intuitive as I'd like. The G5 system also does not seem to allow for formatting, or even just line spacing, within report comment fields. Having that ability would improve the appearance of reports, and the readability.

I sometimes wish there was more guidance interpreting the statutes.

My biggest concern is with the Nonregulatory Guidance released under the Charter Schools Program (CSP). ED's interpretation of some regulations seems overly strict and the guidance seems to inhibit recipients of federal dollars from spending them in a useful and effective manner. I would urge ED to work with SEAs, to have a discussion about the needs of each state, and how those needs can be met while maintaining a high degree of accountability.

Providing timeline in advance of application for grant review and awards and then sticking with that timeline.

The ED website is not very well organized. It is not easy to find information especially phone numbers.

CUSTOM QUESTIONS

Q5. Please provide specific suggestions for how the Charter Schools Program staff can improve their working relationships with grantees and improve customer service.

As I am a new project director, I appreciate the quick responses I receive from the Charter School staff and look forward to providing suggestions the next survey.

Better response time.

Consider sending out hard copies of policy letters sent to individual states to all CSP contacts where they include interpretations of the non-regulatory guidance or federal law.

Continue to respond to emails quickly.

I'd like to see a list of CSP staff on the website with a description of their specific responsibilities, so I can contact the correct person with questions.

More timely responses to waiver requests would be helpful.

None.

Now, that the CSP staff has hired a new director I believe that the services will improve.

Program officers/managers could be more responsive to questions

Read and rely on the language of the applicable law and not merely on past practices and unsupported 'understandings.' Go out into the field and learn what is actually required to implement a charter school so that interpretations of law can be made based on the realities of student needs and not merely on the daydreams of office-bound lawyers and bureaucrats.

Respond to all emails even if just to note that they've been received and a response will be forthcoming. Requests for information should not go to a black hole.

Some program staff only cite the law, which makes it difficult to determine parameters of the law. As an SEA, we want to follow the law, which we can read, but need to have some direction, at times, about the boundaries.

The CSP staff is accessible and responsive, and that is much appreciated!

The monitoring (which is West ED but contracted by CSP) could be more consistent and thoughtful. In conversations with other states, there seemed to be inconsistencies amongst states but also in their interpretation of some laws.

Understanding the financial constraints the states and schools are facing. Providing better timelines for grant awards.

Waiver requests seem to take a long time to process (2+ months). This can be detrimental to potential subgrantees, which must wait for confirmation on a waiver before receiving a subgrant. There is barely any guidance on allowable expenditures under the CSP. OMB Circulars are comprehensive, but there is no guidance that explains how the circulars apply to CSP recipients and subrecipients (i.e. many costs listed in the circulars are not allowable under CSP). Nonregulatory guidance addresses some items of

cost, but is by no means comprehensive. Informal guidance from CSP staff in the form of e-mails demonstrates what I feel is an overly strict interpretation of regulations and ESEA, which ultimately inhibits subrecipients from effective use of grant funds.

We've had a few transitions in staffing since we received our last grant - it would be helpful if ED created a formal process for orienting new staff on program plan, introducing the avenue for amending plans if original vision doesn't align with current circumstances/results.

Q6. What additional service(s) could the Charter Schools Program provide that would help meet your technical assistance and program improvement needs?

Analysis tools that can be adjusted to state specific formulas and requirements.

Continue with National Charter School Resource Center webinars, use of listservs.

Due to the differences in state laws it would be difficult for the CSP to address many of the problems we experience on a daily basis. However, updates on EDGAR (as it relates to charter school grants) and other charter school specific references would be useful.

Give more notice of the date of the required CSP meeting in the fall and please don't have it in December!!

Hiring NCRC has been very helpful.

Monthly or quarterly conference calls. Best practices. Dissemination Grant Ideas.

None.

Periodic email 'newsletters' like we used to receive.

Service has improved somewhat this year.

Sharing of best practices from other states - one location.

Webinars and conference calls are fine.

Webinars are a great tool and should be continued. To the extent possible, it would be great if the CSP could post examples of things that SEAs or charter schools have done that meet or exceed CSP expectations.

Webinars are very effective. The webinar on procurement was especially helpful, but I would like more information on how subgrantees can utilize the excluded parties' list system, or how they can contract with minority business, women's enterprises, and labor surplus area firms. This information is briefly addressed in EDGAR, but additional guidance is lacking.

Q8. What could the Charter Schools Program staff do to improve the annual project directors meeting for Charter Schools Program State Education Agency grantees?

As I am a new Project Director, I have not had the opportunity to attend a meeting; however I look forward to the annual project directors meeting this year.

As mentioned previously, do not have the meeting in December and try to give as much notice as possible in advance of the meeting. Can you limit it to one and one-half days?

Focus on CSP grant project: requirements, expectations for funding, examples of states meeting/exceeding expectations; future direction/options for CSP, etc.

Has the CSP staff considered a conference using technology rather than requiring the project directors to travel to Washington? For many, travel time is almost as long as the conference itself. However, the conference held November 30-December 1, 2010 was the best conference in years.

Have sufficient time for a discussion with project directors and ED regarding non-regulatory guidance, perhaps review questions that came up during the year with webinars, continue to review expectations with West Ed monitoring.

Hold it in early November, rather than December. Travel to DC from the West Coast makes it difficult at time to get there, especially if Chicago or Denver is plugged with snow.

I do not participate in these meetings and am unable to provide suggestions.

I really appreciated the question and answer session with Scott Pearson in 2010. I'd like more of those sessions and less of the sessions that review how all states did on the WestEd evaluation (not very useful when not paired with exemplars).

I think it would be useful, but there has not been a meeting since I started.

It was very relevant and helpful.

More content. For groups on the West Coast, it is a long trip for one day or one and a half days.

More presentations on relevant work rather than a general parade of Department speakers. Time for the SEA Project Directors to meet without CSP staff present. I liked the Dec 2010 meeting in that specific examples from states were given and specific examples of flexibility were provided. Much of the WestEd monitoring information was repetitive. Maybe differentiate that portion of the agenda.

Next year will be my first meeting.

Re-consider if the meeting is even necessary. Nothing has been presented for the last 5 years that could not have been shared through e-mail. If it is necessary, spend more time allowing the CSP staff and their various upper-level directors to learn about the situations that exist in the participating states rather than merely dictating 'one-size-fits-all' policy that impedes states in meeting the needs of their charter schools.

The most recent annual project directors meeting were VERY helpful. Please continue to have a separate meeting for SEA subgrantees. You could improve it by having SEA directors share experiences and best practices. Roundtable discussions are nice, but it would be helpful to have advanced notification of topics.

The time to address frequently asked questions was extremely beneficial.

This past meeting improved considerably. WestEd consultants not very helpful. CSP staff needs to be more engaged.

Investing in Innovation Program (i3)

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Information on Webinars does not always follow the printed material.

The last webinar on evaluation was reading slides that covered the material that was to be read prior to the webinar. Not a good use of my time.

Q23a. What reporting system do you use for reporting accountability data? (Other)

ARRA.

Federalreporting.gov / quarterly, no annual done yet.

www.FederalReporting.gov.

Q38. Please describe how ED can improve its service to you.

As time goes on and the issues around i3 become clearer, I am optimistic that services will be improved. Everyone that I've come in contact with is sincere about trying to make the support as helpful and efficient as possible. So kudos to the team for their sincere efforts, and I recognize they have taken on a very challenging task in getting this ambitious initiative up and running.

I think ED is trying to improve service, evidenced by this survey and the interactions we have with our program officer and ED staff and contractors. Probably the best way is to continue efforts to bring grantees together once a year to provide intentional opportunities to share ideas, innovations, problem-solving and effective practices to foster brainstorming, collaboration and networks of mutual support among grantee-practitioners. Also, continue working to improve technology and responsiveness. ED has made great strides in this area ion this administration.

I would like to see better coordination between ED and its technical assistance providers. There is a lack of clarity and consistency in the messages we have received from TA providers. The role of the TA providers is also very unclear.

Improving next year's i3 conference to increase real participant-to-participant discussion around topics of common interest in more in-depth sessions. Less of having staff delivers and/or facilitate in uncreative ways that don't involve participants beyond superficial level.

Integrate programs and services more effectively between state, local and non-profit grantees. More collaboration.

More conversations on what other i3 recipients are doing to deal with their challenges.

My program officer, [Name], has been extremely helpful. Our regular calls have provided valuable assistance throughout this grant process and the support received from [Name] has helped us through some difficult challenges. No recommendations on improvements.

CUSTOM QUESTIONS

Q7. What can the i3 Team do over the next year to meet your technical assistance and program improvement needs?

ARRA reporting where FTE is only quarterly data but funds expended are cumulative is super confusing.

Continue offering same support and assistance. Excellent.

Continue ongoing support of program officer.

Continue providing the prompt responses to questions and issues. Help us network with other i3 recipients and funders so that we can accomplish program scaling goals.

Continue to the current high level of support.

Continue with responsiveness. Provide ideas for streamlining processes and reporting.

Help with reaching out to local foundations in the 5 states we are scaling up in. In addition, I really wish our program officer could attend one of our summer institutes this year, or if not that, then a winter or summer 2012 institute. I know time and money are in short supply, but I feel it would help him and therefore the department learn a lot about our work.

I don't think monthly calls are necessary for our project - would like less frequent check ins , but I appreciate the p.o interest in knowing what's going on with the project.

I would like to see greater assistance in negotiating the relationship with IES on the external evaluation. Also, our program officer is very supportive and responsive; however, I'd like to see the program officer act more as a thought partner in helping us resolve issues as they come up.

Look for things that would support what we are doing and share them to create more depth and support.

More opportunities to share what is working with other i3 winners, more opportunities to network with funders at events such as the Aspen Institute, and more tools/resources available online for program improvement sharing of ideas.

Our Program Officer has been very responsive and helpful. I am not sure there is a need for improvement at this point.

Put together a technology site, such as a Blog, where the i3 grantees could communicate and resolve questions.

We received a grant to develop, implement and test an innovation for validity and reliability. Recently, we have been contacted by social venture philanthropies in early stages of due diligence. We don't know if this is a direct result of ED, of research on the part of the philanthropies, or some other reason, but I think this is an area where ED could be more intentional as an intermediary. The idea behind the Aspen Institute event was sound, but I think the strategy didn't result in a high degree of success because there were few real opportunities for entrepreneurs and funders to connect and talk. I think building on this would make for more successful scaling. Fostering conversations with Chief State School officers and charter school networks would also help to create future markets for some of the innovations. We connected with one of the i3 runners up and have adopted their innovation to our practice. I think this is something that could happen more frequently as a result of convening i3 winners, contestants, funders, researchers and practitioners. On the whole, we believe ED is doing a great job and we truly appreciate the opportunity to develop our innovation through this program. We are very satisfied with the technical assistance we have received from Abt Associates regarding the evaluation.

Q10. What can Abt do over the next year to help you improve your project's performance results?

Abt is really engaged in an appropriate way. The calls have been useful 'check ins' on design questions and progress. Maintaining the level of interest and engagement they have and following our progress will keep our project's performance results on track.

Be available for ongoing consultation on the evaluation design.

Continue as is to assist our Eval Team.

Continue providing expert advice and consultation on best practices.

Continue to provide excellent guidance and feedback.

Continue with same level of support. [Name] has been a valuable asset and has collaborated regularly with our research partner (University of Georgia). Our PI has shared many times how helpful she has been.

More sharing of information regarding other research designs and pitfalls with other i3 winners and the field in general.

My interaction with Abt is limited. However, I find them to be focused on their needs and not the needs of individual programs. Communication is sometimes condescending and attitudes are not helpful but rather are compliance focused and have a punitive air. I understand the need for accountability but have found that their plan is more important than our plan which encourages a non collaborative process.

Our only issue is that the role that Abt eventually ended up playing is not quite what was originally described when we met in Washington.

Outline more clearly the evaluator's expectations for the.

The Abt technical assistance has been exemplary, I have learned so much from participating in these calls, and found the consultant helpful- this is a service of great value. I have found it so helpful in coordinating the program and research. The Abt model to something to consider for other programs.

There has been a lack of clarity in Abt's role and the extent to which we are accountable to their requests. In addition, our scheduled conversations rarely have agendas or advance preparation, which leads to a lot of repetition in our conversations. In addition, though our TA providers seem to have background in methodology, I don't see a corresponding expertise in the content areas that we're evaluating, so there is disconnect and lack of familiarity with the real-life contexts in which we're conducting this work. And finally, it would have been nice if Abt and ED had done some more expectation-setting from the very start. We've been asked to expand research designs and do more than what was originally funded, which is difficult given the limited resources at our disposal.

We've not discussed Abt to an extent that I feel qualified to answer

Promise Neighborhoods Program

CORE QUESTIONS

Q23a. What reporting system do you use for reporting accountability data? (Other)

Avataar.

WNYRIC.

CUSTOM QUESTIONS

Q4. About which topics or purposes do you most often contact ED staff?

Grant specific questions. Technical questions. Clarification. Budget.

Promise Neighborhood Grant.

Specific to a grant.

Q7. What additional formats would you prefer technical assistance be provided?

None known at present.

Not webinars; web based Q and A; web based FAQs; calls from EDCstaff to check in and offer support and assistance.

We like the webinars.

Q10. What additional topics would you like to have discussed during meetings and conferences, either in-person or by phone?

Collaboration among grantees; national funding from Foundations; best practices; emerging ideas and practices; share grantees programmatic successes and challenges. I believe that there is a need for somewhat frequent gatherings of the grantees (3 times a year) to build that community of practice that will accelerate this work.

Legal budget.

None known at present.

Q11. What could PN do to improve the structure of meetings and conferences, either in-person or by phone?

Happy with progress.

I like their webinar format.

More of them; rotating leadership; present common themes culled from the grantees.

Q13. Share your suggestions on technical assistance topics that would be most helpful in implementing or managing your projects?

Budget details.

Governance structures; National funding opportunities; Building data systems; how to do a successful segmentation analysis; Focus upon early childhood education (pre-birth to 5); Alignment of and linking in of health systems into PN.

Legal.

Transition to Teaching

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

UMass Dartmouth was fortunate to be awarded two grants from the U.S. Department of Education - one from the Transition to Teaching Office in 2006 and one from the Teacher Quality Enhancement Program. Although the funded programs were quite similar - the policies and regulations from each office were quite different and caused much confusion. That issue was solved with the recent reorganization of the divisions within the U.S. Dept. of Education.

Q20. Please describe how ED could better use technology to deliver its services.

Access to web-based conference meetings.

Create a more user friendly interface and provide training at the conference for how to use it.

One idea would be to open a collaborative online space for project leaders to share ideas.

Online reporting of 524b didn't work to well, this could be improved.

Requiring programs to submit their Annual Performance Report to submit via the G5 without full instructions was an obstacle. Though brief instructions were provided, I had to call the G5 customer service representatives many times to figure out problems. Issues such as the system timing out and losing information and using the notepad to write to prevent errors were obstacles. This took away time and energy which could have been directed towards more meaningful reporting activities.

Some of the programs used to submit information were not functioning on the user end; ended up sending reports, etc., in an attachment on email.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Email. (4)

Email/also online interim survey.

Email/hard copy.

G5 System / email.

G5. (4)

Grants.gov.

Homegrown database.

PDF, word processing, and email.

TTT data.

WestED Interim Survey.

Q38. Please describe how ED can improve its service to you.

A lack of awareness on what services are available and can be accessed. I have a part in this in that I only access info when necessary for submission of APRs and forms-- I am so pleased with the support from our program officer, she was a great asset to our program.

Be as timely and as comprehensive as possible.

Clear consistent language that provides direction and informs customers of changes, guidance, and research based outcomes.

Continue to focus and improve ways to capture data relevant to program evaluation through innovative electronic methods. Eliminate unnecessary verbiage in grant applications which will make them clearer, concise and less confusing as to the expectations. Keep pushing for STEM education! It is important! We are not developing enough engineers with the capacity to improve our environment in many different ways! THANKS for this opportunity! I see great things happening with education--and hope we can eliminate the high stakes issues with math/ELA as they are killing science and social studies. This is the

primary reason we are exiting so few students with an interest in science and engineering. Science is the great motivator and we should use it to our advantage!!

It would be helpful to receive feedback on the annual federal reports we write.

Monthly communication with Program Officer to solicit any questions/concerns. Reinstate annual Project Directors' meeting to learn about changes, updates, etc. Opportunities to share with other grantees via Wiki, blogs, etc.

Repetitive reminders about due dates.

The department improved over the previous years. Reports were sent via email and followed by a hard copy in the mail. The last two years the reports were available via a link and communications were also sent out on how to log in and access the link. I still like the idea of personal emails as oppose to whole group emails some of the time.

The PDF's on the websites are too detailed and many times we waste time reviewing information that isn't even relevant. It's about like buying a home: You have all of these documents for legal purposes, but really doesn't have anything to do with improvement.

We do not get frequent communication and usually hear from ED staff when a report is due or there is a problem. It would be good to be in a 'network' of on-going communication with them and other providers of similar services.

We have been very pleased with the quality of service from the department and its officers. They have been responsive and helpful.

Would like for program director to have the opportunity to visit our program to gain insight on the impact TTT has on educators and districts.

CUSTOM QUESTIONS

Q8. What can TTT do over the next year to meet your project's technical assistance and program improvement needs?

[Name] has been consistently helpful. This survey does not have a question to report this so I am telling you here. She uses good commonsense and sound judgment when offering advice to me as a project director and I hope this is recognized and appreciated by the Department of Education.

Communicate more.

Consistent communication to support program implementation.

Continue the excellent consultation, clarifications, information sharing, project participation guidance and monitoring offered by Transition to Teaching Program Officers and Director in OII.

Continue to contact and inform us what we can access online- not just forms but other relevant information.

Continue to provide support.

Continue to provide the support TTT has been giving. Knowing the program officer is only a phone call/email away has been very helpful as we navigate new waters under these uncertain budget cuts.

Get the G5 systems working properly if we are going to be using it.

I look forward to feedback from the reports.

I valued the annual meetings we had as an opportunity to share ideas. I missed having it this year.

Keep [Name] on staff. She is awesome!

Keep the workload (number of projects) balanced among the program officers. We had several program officers assigned to us during the first two years of the grant and never knew who would be our next officer until we were notified. Their advice was not always consistent. However, now that we have had Patricia Barrett for the last three years, we have been very satisfied with her availability, responses to our questions, and knowledge. This has been at tremendous advantage to operating our project effectively.

Monthly communication via email with Program Officer Grantee meetings with Program Officer.

More frequent interaction with program officers to discuss program progress.

More frequent support and contact.

Nothing that is not already being done.

Provide guidance about Final Reporting -- be in contact with the program more frequently to tell about what is happening at the federal level with education funding overall. This year has been very difficult to follow.

Provide some training in the electronic reporting as it will be our first survey and the annual reporting tool was new.

Re-institute the face-to-face conference at which projects from all over the country share lessons learned, problem-solve, attend plenary sessions with inspiring speakers, etc.

This grant ends on Sept 30, 2011.

Q13. What can TTT do over the next year to improve the TTT website to better meet your needs?

Again, as innovation occurs, continue to perform as in the past. It has been very helpful.

Continue to inform us that the site can provide additional support.

Earlier notification of new general information.

Hold an annual conference so project directors can network and learn more about what others are doing.

I do not frequent the website a great deal, but I experience ease when I did in the past.

I have not really used the site.

I have not used it so cannot comment.

I honestly don't use the website.

Not sure.

Nothing to offer at this time.

One suggestion is to provide an updated calendar of Professional Meetings/Conferences that are approved for project directors to attend using grant funds. This would be better than separate emails for each conference and then having to contact our program officers for approval/clarification.

Perhaps open an online collaborative space for projects to share ideas, FAQ's, etc.

Provide direct phone numbers for staff members, not just main number.

Provide more information on hard situations and how they have been worked out successfully.

Survey Grantees to see what needs are common and address them.

TRIO: Student Support Services

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Ideally, programs that work on similar issues would have at least a working knowledge of policies and procedures affecting both programs. They would be able to articulate basic similarities and have the insight to admit when they don't know the right answers; refer you to the appropriate person. What I get for ED is that will either a) make up stuff they don't know, or B) speak to people condescendingly and rudely when ED personnel don't know the answer, as if we're bothering them by asking a question.

Unsure.

We are a brand new SSS program. Our grant states we will provide laptops/calculators for students to borrow. I got an email saying this was not allowed. The trainings I have attended talk about this as being duplication of services with SSS and financial aid. The rules seem vague and I would like more clarification and how that fits with our grant proposal. I know other SSS programs are offering this service. Direction on what I should do with this funding since I'm not supposed to buy laptops or calculators is a big question.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

Each time they get better and easier to use.

For TRIO SSS - there continues to be legislation and regulation confusion as noted on the various listservs - it would be nice if certain questions that are continually asked would get referenced on the website and point out where the answers can be found --- and/or a 'user's guide' to the regs and legs.

I feel the new APR system is handling the reports well. I like the double checking method that cross checks your last year information with this year.

I have been trying to find the regs that relate to SSS grant Aid. I have the Congressional Record (H12113) Section 317 (a) and I have been trying to search for Federal Pell grants subpart I to an available. A little more guidance or a link to this subpart would be helpful.

It is hard to find information on the USED TRIO web page, it is hard to navigate. I think the online APR system is pretty good. If USED is aggregating all of this data where is it used? It would be good if the APR system was up for 2 or 3 months before the due date

It would be helpful to include a search function with various questions and/or terms if you do have questions. This would make it easier for us as Director of programs to better serve our students.

N/A,

No suggestions. Responsiveness to TRIO APR online questions was excellent.

On TRIO Web Pages have a link to the Low-Income Guideline in the grey menu chart (just below the program name).

Providing information in a timelier manner. Expanding the TRIO web pages to be more robust and interactive. It should have more detailed information. Definitely address the standard federal format.

Quit using e-grants because it's has too many problems. Keep the TRIO pages updated. Streamline proposal submission process.

Support was quick. Not sure if email is the best way to go vs. speaking with a person.

The TRIO web site would be much better if it contained information about actual 'How Tos' for running programs. It contains legislation and regulations, which is often vague. I would find it helpful if ED actually provided additional, useful info and guidance.

Update the TRIO program website on a more regular basis. This is the first place I often look for information, but sometimes find that information to be out of date. Shorten the response time for those experiences technical problems with the vendor website for submitting the APR.

Web site information changed w/o a notice that it had. A 'last updated on <date>' notification would be helpful or a notification that essential date had been changed/removed. The registration process had a glitch and did not proceed without human intervention on the admin side. As a former IT person, it seems like some prior testing would have identified the problem prior to making it available to the intended audience.

While I appreciate this opportunity to give feedback, it would be useful to ask for feedback immediately after using the system because then the experience is fresh and my comments would be more complete. Asking now about the APR which was submitted months ago, I can tell you that there were a number of times that the system was not available or crashed due to heavy use. The staff I contacted were helpful, some more technically savvy than others. Having an online chat would be useful

Q20. Please describe how ED could better use technology to deliver its services.

Better and clearer language in explanations. Make it easier to find answers rather than bother a program officer. Haven't done any web based training but it may be OK.

I am pleased my program officer is very accessible by email-- other than that USED does not use technology to inform very well. APR system works but is anxiety producing-- it would be much more helpful if the results were available -- cohorts defined by year etc.

I think it would be a good start for ED to better advertise the technology-based services that are available and relevant to my program.

It seems that every year we have to wait for notification of funding. We are in that situation again and it makes it difficult to plan when we have two weeks to go until the end of our current grant and no word yet about the renewal. There is also some word of a 3% cut to funds and we have no idea how that will be handled.

Make it truly interactive it normally turns into a lecture.

Q38. Please describe how ED can improve its service to you.

[Name] is fantastic! He returns phone calls and e-mails promptly.

Be consistent. Answers vary depending on program officer.

Being more responsive to my questions. Sometimes it takes WEEKS to get a response...after some reminders and prodding on my part.

Clarity in communication. For example, I was told a number of times by our state congressman that my recent grant application was NOT going to be refunded. A week later I was told it would be refunded. I needed a sports drink from crying so hard and a valium from the stress. Consistency, clarity, and communication.

Develop specific program user guides - have a 'critical' posting section for upcoming grant proposal cycles, so that we are kept up to date about proposal information and information that gives us the heads up as to what is coming (APR being due, etc.) - it would seem this information is frequently provided very last minute and it's often learned about in a very convoluted way - not directly from the website.

Have program officers attend/or conduct workshops at regional conferences to provide opportunities for us to meet them and ask questions.

I think it would be helpful for ED to make changes to regulations and grant requirements prior to the start of the academic year instead of at the end of the academic year when reports are due. This would allow for programs to gather more accurate and complete data.

I think the technical assistance from USED program officers is more arbitrary than it needs to be-- sometimes officers assert rules and procedures that are not well explained-- differ from past practice and could be contested as not justified except for the power differential between program officer and program director. The 'comment' periods on for example APR changes seem to be detached from the day to day work with program officers. USED program officers could use a project director advisory group.

If the APR report is being delayed, programs should receive updated news on an ongoing basis (bi-weekly). We have been waiting for the continuing award notifications, but have not received any communication for ED staff.

In the last year or so, it seems ED has made significant efforts to improve services. This survey is one example; in addition I have received emails from my ED rep. That is a step forward for us all. I know that the reapplication process is a huge task, but it is a very public display of ED's processes. The rescheduling of the target dates was frustrating. Once the information was released, the website was down and so the information was unavailable. When the grants were submitted, it was not clear when we would hear back, and it was also disconcerting that we as grant recipients did not know how ED had evaluated our Prior Experience Points. I do appreciate the recent efforts made.

In the past year, I have seen a concerted effort from ED to be more responsive to questions whether via email or phone. This has been a welcome change. However, sometimes the consistency of the guidance provided from ED staff members is lacking. For example, I have received widely different interpretations of regulations from different program officers.

Increased communication from ED to TRIO directors.

More clarity when providing instructions. More transparency when policies or interpretations change. I would love to see more online trainings or webcasts in order to share EDs interpretation of regulations.

More training for your young officers they are good and well intended but sometime not accurate

N/A.

Program Officers are unresponsive, rude and not at all helpful. I have spoken with many TRIO folks who all agree our program officers are dreadful to work with. They are not consistent, often are unfamiliar with our legs and regs, can't answer basic questions, are rude and seem to be rather uneducated themselves. Program officers need to understand the legislation better. I have been to conferences where it was clear that some POs do not know the legislation and provide inaccurate information. Some program officers still come across as intimidating. Please note that [Name] is great -- she knows the legislation inside/out, never gets defensive when questions are asked, and really feels like a partner with us.

Respond quickly to emails and phone messages. My program officer [Name] is super but the officer for ETS and UB does not respond very quickly if at all.

Services seem to be improving all the time.

The revisions of the categories of the annual report is appreciated as is the process. More timely notification is my issue.

When we have questions as directors of programs and submit the questions to our program officers. The questions should be answered in a timely manner. Also when communicating with our program officer they should have a lead time of no more than a week or a few days to get back to the program investigator and/or program director on that college campus regarding questions. The clarification should be included into the overall mission of TRIO, meaning that when TRIO programs visit campus we want them to visit other program offices, if just to make a visual representation of where the office is located. Upward Bound, Talent Search and GearUp are feeder groups the students need to be opposed to Student Support Services and McNair Scholars.

CUSTOM QUESTIONS

Q10. Please provide any additional comments on your assigned SSS program specialist.

[Name] does not respond in a timely manner to questions via e-mail or calls. When a new program starts and contact has been made; i.e. leaving messages with staff and the calls are never returned until months almost 4 months later. This type of communication is not acceptable. Especially when programmatic means are trying to move forward.

[Name] is a very professional and prompt specialist that takes care of his universities.

[Name] is almost always available. If she is not available, she will return your phone call. She is one of the best program specialists.

[Name] is an asset to the SSS Program.

[Name] is very helpful to me. She is always pleasant and easy to talk to. The information she provides is accurate and understandable. If I have a question, she responds promptly by phone or by email.

Disappointed that after emailing back and forth the communication ceased. I emailed and called 5+ times and never received a reply.

I have not had significant contact with the SSS program specialist other than an introductory email and a request for information from me, which I supplied.

I rarely interact with my assigned program specialist. When I do, it's very professional and to the point.

I think there is a tendency to establish arbitrary rules -- for example-- denying laptop and text book loan programs that hinder helping students find success-- also sometimes over step authority-- example once a participant travel line is approved there should be no requirement for approval of specific events-- this museum vs. that theatre performance.

My assigned SSS program specialist is [Name]. She always responds to my questions promptly and succinctly. I appreciate her brevity and helpfulness.

My experience with previous grant specialist has not been positive. I submitted requests in writing, followed up with repeated phone calls, but never received a response. I did see improvement once a different SSS Program Specialist was assigned to my program. I have seen changes, but unfortunately, it seems that the Program Specialist is a different one each year.

My Program Officer is terrible to deal with. She has no idea what she's doing and provides no help to us in the field. She doesn't even have rudimentary knowledge of TRIO regs.

My specialist is very easy to communicate with. She is accessible and friendly and knowledgeable.

N/A.

Our program specialist provides excellent support for our program. Our program specialist responds to request in a timely manner, and always willing to go over and beyond the call of duty.

Please note that the above ratings apply to my current POs who is knowledgeable, smart, effective communicator and, like Lynda-Bird Johnson, comes across as a real partner. Previous POs, of which there have been several, would not have received these ratings -- would have come in at the lowest end in most instances.

Responding to any type of communication (phone or e-mail) is VERY slow. At times it's over a month if not at all.

She is the most responsive Program Officer that I have ever dealt with. I have been with TRIO since 2002. My program officer is AWESOME!

The times that I have contacted her she has responded to my e-mails in a timely manner.

Very efficient and detailed.

Very professional and comes across as sincere in wanting to meet the needs of our program and providing guidance. Any frustrations we've experienced came from changes in interpretations that appeared to come from beyond the program specialist and were changed across the board. The changes were reasonable, but there doesn't seem to be a consistent manner for communicating such changes in a timely manner so program adjustments can be made smoothly.

TRIO: Talent Search

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Coordinate programs that are similar in services and participants. GU and Talent Search was a good move. Also, coordinate with Upward Bound programs.

More guidance is needed on how programs can collaborate but not duplicate services. It would be good to see examples of how TS and GEAR UP work together.

Talent Search utilizes the McNair students as mentors/ and or tutors.

There has been good collaboration between a Talent Search program and an Indian Education Demonstration program in the past with small rural schools that only served students in grades K-8. There has also been good collaboration between the northeastern Oklahoma Talent Search programs as well.

TRIO Programs at Caldwell Community College and Technical Institute. www.cccti.edu/trio.

TRIO Programs collaborate with the Council for Opportunity in Education quite well. COE attends and presents at all of the regional conferences; keep us up to date on legislation that impacts our programs; hosts conference calls when there are changes in policy, legislation or procedure; and they host professional development for directors and staff.

We have four UB programs and one TS program and offer an excellent example of collaboration across programs. We share policies, procedures, activities, resources, management, support staff, training, target schools etc. on a daily basis. I would be pleased to share our approach to collaboration. However, our collaboration activities have no relationship to our program officer or other federal staff. They have had nothing to do with how we collaborate.

You as about Talent Search, they cite Upward Bound or SSS.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

An easier, 'one stop shopping' approach to everything a director might need to manage program. Such as links to OMB Circulars, EDGAR, legislation, APR information, program specialists and other pertinent news and information.

Eliminate the e-Grants system for submitting grants and use only Grants.gov. Not only are the applications easier to assemble and upload, but there have been too many errors, unclear instructions, and misleading submission notices from previous competitions. I like the fact that Grants.gov not only tells you when it has been uploaded, but will tell you if it has been accepted and will also tell you when it has been retrieved. The tracking system is much better with Grants.gov, and e-Grants is just a waste of time and money.

I have had no problems with the websites.

Input data accurately, so that APR forms and GAN reflect the funded grant. We have inaccuracies on the GAN and APR forms with regard to # of participants served, name of program director, % of time that TRIO director devotes to each program. It is very frustrating to have to beg that these inaccuracies be corrected and to wait fruitlessly for ED to follow through with the commitment to re-issue the GANs with the appropriate data reflected.

Keep the information more current; not so many clicks to get into.

More best practice information on the TRIO Web Pages.

N/A. (2)

None at this time.

None.

Student Access or developed our own.

The grant.gov site for searching awarded grants could use a friendlier interface for setting up criteria. The APR report process could be significantly improved for TS.

The TRIO web site is too cluttered to be helpful. Take the Talent Search home page for example; there are over 50 hyper-text links available.

Updating the TRIO web pages on a regular basis. It is nice that the Laws, Regs, & Guidance tab has the 'unofficial regulations'; however I don't believe those were up during the TS competition. It made it very difficult for novices to figure out the system.

Q20. Please describe how ED could better use technology to deliver its services.

Because of the inaccuracies on the issues noted in the previous response, I have little confidence in ED services. As a result, I invest little time in aggressively leveraging ED tech services.

Email distribution lists to keep us more informed on their timelines and what is happening within the Dept. Usually get notified of updates etc through another source and not directly from the Dept.

I am not aware of any of the services offered other than the technical assistance for grant writing.

I was unaware that the ED used technology for conference calls, video-conferencing, and Web conferencing. I know there is a TRIO list-serve but I thought that was hosted by a university which housed some TRIO projects. Is there a Dept of Ed sponsored list-serve?

More updates to let us know what is going on and why there are delays.

Offering online training programs.

Q38. Please describe how ED can improve its service to you.

[Name] is excellent! She has been great to work with.

1. Input data accurately. 2. Respond to phone calls and emails the first time. 3. Resolve the problem
4. Be polite. 5. Promote the TRIO brand. Precede every reference to any of the TRIO programs with 'TRIO/' -- so that there is never a 'TS' or 'ETS' -- only 'TRIO/ETS' A prior program officer was very good, responsive, and pro-active. I was sorry to see him leave as our program officer two years ago. [Name] was responsive. Generally, the experience with ED personnel has been unsatisfactory.

Clearer on what's needed for grant submissions.

Do away with e-grants and e-reports!

I am continually confused about who my resource or program officer is and if and in what context I may call them. I received my award notice and it says to 'expect a call' from my program officer but I was not told who that is. Also, the award notice asked a question about Indirect Cost Agreement but it does not indicate the process to respond to the question. Who do I call or write?

I am pleased with the responsiveness of my program officer and the TRIO staff at information sessions, especially the grant writing workshop. This is a big improvement from the responsiveness and customer service from the previous program officer.

I assume the program officers in TRIO are very overworked. However, it is very frustrating to email or call and either never get a response or get one week after I needed the information. I also assume that the lack of information about applications, awards, APR due dates, etc. is based in areas beyond TRIO's control. However, if we were just given updates and knew the causes of the delays it would be far less frustrating.

I believe that regular communication would be beneficial, especially during shaky budget times. Also, I believe that our programs could be better aligned with the goals of the Administration if there were more interaction with our programs, including visits to our annual conferences.

I haven't been dissatisfied with any particular person. ED staff doesn't seem to have time to focus on one particular area, always seem to be in a rush to the next higher priority. Staffing seems insufficient.

I would recommend that the Department adheres to deadlines for notifying projects of their funding status. If there is a delay, please communicate that information in a timely fashion. Also, identify staff that will serve as program officers. A new program officer for TS has not been appointed and I have not been notified of whom to contact in the interim.

Legislation and regulations that are pertinent to project's daily operation are critical. Although it is our responsibility to learn these legs/regs, it would also be comforting to know that all program officers are readily available to at least provide (in a confident and competent fashion) appropriate guidance and direction as related to legs/regs. Unfortunately, it is my impression that this request may require additional TRIO staffing at ED, which is highly unlikely.

More updated information on the website, a better job with the grant application process i.e., keeping to deadlines.

My list is long but these are some of the items that come to mind right now: Provide **TIMELY** feedback on how well we are achieving our objectives, what we can do to improve our performance, how well other TS programs are achievement objectives. We receive no feedback. At least provide a notification of how many prior experience points we earn. There is no sharing of process, applications, and procedures so every program has to start from 'scratch'. I find this extremely inefficient for new programs. There is no site-assistance to help improve our programs. There is not a standardized database for collecting and reporting data for TS and the one used for UB does not provide any reports. I actually can not think of anything that ED does even average when it comes to implementing a TS or UB program and especially when it comes to being successful.

N/A.

PLEASE compile and publish the information that you received from the Annual Performance Report. The citizens and congressional representatives deserve to know the effectiveness of the program. As a TRIO professional, it is extremely frustrating to be without this information that we spend an inordinate amount of time preparing and reporting the requested information.

Program officers respond in a timely manner to questions, issues and concerns expressed. Also, accountability should work two ways. I appreciate being held accountable to policies, procedures, and deadline dates. AND I feel it should be reciprocal. We were told we would be informed of TS grant awards in the spring and it was July. Program planning and implementation become a challenge when we and our partnering schools are left in the dark.

CUSTOM QUESTIONS

Q10. Please provide any additional comments on the Talent Search program specialist who worked with you.

[Name] has been very supportive provides relevant technical assistance and accurate information regarding the regulations. His background in working with contracts is very evident.

[Name] is awesome!

All interactions with my program specialist have been very positive.

He has been very supportive as issues and program questions have arisen.

I have never spoken with the new one. They change quite often. If I need information, it has been up to me to hound my program officer for the answer. A simple email without 'high importance' attached rarely gets a response and I don't even bother leaving phone messages, anymore.

I have not been able receive any response from our program officer for the past two years.

I have not had a change in administrative action in some time so my response is dated. I do feel that the department is professional and responds based on legislative guidelines.

I have not had sufficient contact with ED Program Officer in past 12 months in order to properly assess service; therefore, my rating (3) to the first and last questions (Knowledge of relevant legislation..., and Ability to respond...) is only based on still limited contact with ED Program Officer in a time-span that is longer than 12 months. Although I did not sense any personal bias or administrative preference, I honestly was not convinced that the ED Program Officer had full confidence in easily interpreting the legs and regs associated with my inquiries.

I sincerely appreciate all the support and assistance I have received from [Name] over the years.

In the last 12 months?

My assigned program officer changed last year. The one prior exceeded my expectations. She responded immediately to any questions related to the above and communicated effectively as needed with update information. Our current program officer has not been as effective with the above mentioned measures. However, in time we will hopefully be able to provide a more applicable evaluation.

My former program specialist for Talent Search was [Name]. She was very responsive to my email inquiries. I greatly appreciated her timely assistance in responding to my questions. I was very touched to receive a thank you message from her at the end of the year. It was a simple message, but it meant a lot to me personally. My staff and I work very hard to administer a high efficiency TS program and to receive acknowledgement from the Department of Education was very touching.

My Program Officer [Name] provided excellent information during our meeting/conference. She made everyone feel at ease. She builds rapport with Talent Search personnel. She answered all of our questions with a degree of accuracy.

My program officer is generally very responsive to my phone calls and emails. He is not always knowledgeable about TRIO regulations but seems willing to be of service. He is not always willing to take action on issues that clearly require his approval and I could wish for more decisiveness in this area. Overall, I really appreciate my program officer and the support he provides.

N/A.

None.

Our program appreciates the change in positive support from our new program specialist. She is much friendlier and customer service oriented than our previous program 'officer.' We know we can ask questions and better trust the information given. Thanks for this change.

Our program officer was always very responsive and initiated communication numerous times when relevant information was newly available.

Our program specialist has always been sensitive and helpful regarding the particular issues confronted by students and personnel in Puerto Rico, where many things are not similar at all to the ways and structures on the mainland and where the main language is not English.

Our specialist has always been prompt in responding to our questions, and we don't have any complaints about her at all. She has been wonderful to work with!

Responding to issues also involves a working knowledge of how programs work, not just interpreting laws and regulations. Situations are different in different areas and while following policy and procedure more understanding is needed in this area to make good decisions on requests.

The only disappointment I have is that the program specialist is constantly changing which does not provide consistency for us to establish good rapport with them. This means the department has been consistently inconsistent for decades and decades. This should stop!

TRIO's only recourse for issues/problems/questions is to contact our Program Officer from ED. My Program Officer is very slow to respond to questions or issues. I do not always have weeks to wait for an answer to my question. I currently have a call and email into my PO and have heard nothing on day 10. This is my typical experience. He's a nice guy, but either too overloaded to deliver in a timely manner. We have an excellent Program Officer.

TRIO: Upward Bound

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Since the summer of 2008, our UB program at Vaughn College has been partnering with Vaughn College's Science and Technology Entry Program (STEP) to provide program students with a broader, more enriched experience. The collaboration provides a larger peer connect to all students, offering them a vast community outside of their own school. UB students benefit academically from engaging with those from the STEP program, who are at a more advanced learning level, as well as introduced to a wider selection of elective courses that include technology and science. In addition, our collaboration is extended to NYCares, a City non-profit organization that provides community service throughout the five boroughs. Students participate in community service year-round, and not only better different neighborhoods, but also share with diverse groups, like seniors and the homeless. Students receive a letter stating their hours of community service, which can be submitted to their schools for credit towards their degrees. Ultimately, with these experiences combined, the students develop a greater sense of self-satisfaction and self-worth.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

Are you able to make the way data is received less cumbersome.

Department of Education should collaborate more with database companies (update information) prior to APR deadlines. There is a lack of communication about the information that should be taken out or added in order to make the data input and submission easier.

For the online APR system allow corrections to be made within the system as you did last year rather than through the help desk and program staff as you did this year. Also, directions regarding uploading should be a little clearer.

For the TRIO APR, it would be helpful to know immediately if there are any inconsistencies or if all the materials were not received. We found out two months later that the faxed sheet was not received when we had confirmation of it being sent on our end.

Grants.gov identified the problem, but I was told they could not correct it. We would have to complete another registration.

I find the APR System to be excessively cumbersome--particularly in terms of adding and/or correcting information on lists of students that have already been uploaded.

It took two weeks using Grants.gov to submit TS application in December 2010. The situation wasn't not resolved using the Grant.gov help desk, it took the outstanding assistance from ED program officer and her contact at Grants.gov to resolve the situation.

It was almost impossible to submit the APR through the online system if there were any misspellings or corrections of any kind from the previous submission. We tried to submit on the first day we could but wasn't able to complete the submission for months! We sent literally dozens of emails and made dozen of calls over months and all over the incorrect spelling of a few names. It was much easier to submit the APR under the previous system and I encourage the Department to find a more user friendly system.

More training should be provided on the capabilities, uses, and products available from these databases.

None.

Select one on-line grants submission portal and stick with it. Precollege TRIO programs have migrated from one portal to another. Select one and continue to use it. The APR contractor was not able to provide timely support to fix a data problem. We were able to eventually fix it in-house (we found a much easier solution than the one eventually proposed by the contractor) and submit it by the deadline. However, we could not get the APR contractor to remove our work order from the automated system (and we spoke to the contract via phone at least two times). We continued to receive automated messages with one final message stating that our APR had not been submitted on time. It was obviously incorrect and there is concern that confusion will lead to misunderstanding at the ED level that would be detrimental to the perceived performance of the project.

The APR was extremely slow in response time in terms of how long it took from the time we submitted, until the page was fixed. This was stressful knowing our APR had not been officially submitted.

The senior staff has been excellent to work with to resolve issues. Great Job!

Q20. Please describe how ED could better use technology to deliver its services.

Host online town hall meetings to strategize ways to address issues facing all grants (such as budget cuts) or ensuring consistency in applying/understanding regulations, etc. Send regular updates (monthly) to grantees. Program officers could host online meetings with grantees to strengthen communication and answer questions.

I haven't been involved in very many of these opportunities, but I believe that a combination of telephone and Internet access to content would be a good idea. I seem to recall that the last conference in which I participated was via phone only, which is an inefficient way of utilizing technology.

I prefer trainings in person, but realize travel expenses are a major factor in attendance.

Q38. Please describe how ED can improve its service to you.

By maintaining their employees aware of the different scenarios that grantees face. There are times when an ED staff have suggested or had prevent a program from providing services to qualified students or has disapprove activities that have been approved by previous staff.

Ease of finding information; the website is difficult to navigate.

Ed can have more workshops on their subject matters.

Give the limited resources and political climate; I think ED does a great job of providing services. ED program officer does an amazing job of responding to emails questions.

Have due dates for applications the same every year. Have applications out 6 months in advance not 45 days.

I do not find that 'clear' in any way; shape or form describes ED's services. There appears to be a mindset that instructions, in particular, should be as vague--or embedded in legalese--as possible. I would love to see the philosophy of 'Clarity is a virtue' adopted by ED.

My program officer for the project in which I'm asked to respond has worked with me appropriately and had done a good job in the role for which she has been hired. My concerns lie with issues which have been made clear in communications with the Department at conferences and other meetings between TRIO Staff and Department staff. Inconsistencies, Department confusion, lack of details, unclear expectations, too little information/communication about timelines and budgeting issues, etc. keep the Department and the projects too far apart. My project continues to respond to open comment periods and provides feedback when it is timely and appropriate.

N/A.

No suggestions.

Plan in advance and communicate better.

Please let me know, as soon as possible, the status of the UB grant competition.

Provide the responses to the inquiries in a shorter amount of time and in a written form.

Respond in a timely manner.

Staff normally doesn't return calls promptly.

There should be a better effort to get the grant notifications for Upward Bound Programs with a June 1 start date out no later than May 15th. It would have helped a great deal if the program officers had been allowed to let us know the amount of our grant or how much of a cut our grant would take. I could have been working on revising our budget while waiting for the GAN to arrive. However, I had to wait until I received the GAN to find out how much the award was for and they revise the budget to accommodate the cut. It is difficult to keep permanent staff on payroll and prepare for the summer program when the GAN arrives on June 1.

Timely response from program officers: - Sent e-mails multiple times and phone calls; over a month long until questions were answered. Improve overall organization and timeliness of managing grants: - GAN's came the last day before the grant year was done, the decrease was listed without instruction.

CUSTOM QUESTIONS

Q7. Please provide any additional comments on the Upward Bound program specialist who worked with you.

[Name] is very thorough and knowledgeable. He keeps us updated on the latest TRIO and Upward Bound information as it is available. In person, he is approachable and takes the time to understand questions and concerns before responding. He is not afraid to indicate that he might have to have to research the issue and get back to you, and then he does get back to you with a response. [Name] truly is an excellent Program Specialist and individual.

Does not always respond or does not respond in a timely manner.

He responded to me in a timely manner regarding an APR question. I was hoping to receive more general updates from him throughout the calendar year (ex: conference calls).

I found out our program officer changed when we got our new GAN - no notification. It took awhile to finally get a response, but once we did - she was very helpful. My main issue is to have a more timely response.

I just experienced the departure of a program specialist that was the best of all I've ever had in the many years I've served as a TRIO director. That's the reason I ranked most items as 'Meets Expectations.' If I had been considering other specialists I've had, I would have ranked them as 'Does Not Meet Expectations,' as they would often not even respond to my queries.

I wish there was an easier way to resolve differences between the grantee and ED staff member. I feel when we can leverage funding from outside resources to support our students; we need to work to make it happen. Such as if all the funding for a Bridge program is being supported except for books; the two parties should be able to make it happen.

It seems that there is a constant change in staff.

More timely notification by the ED that the specialist would not be available for a few weeks. We finally were notified of another person that stood in until the specialist returned. We had some questions that needed answers but no one responded until several weeks had gone by.

None.

Our program specialist is prompt in her responses and knowledgeable while being concise.

Responsive to my program needs.

[Name] went above and beyond to address my needs interacting with institutional officials. She was always very detailed and provided good support. [Name], my new program specialist is prompt in responding to my inquiries.

When I had a budget concern such that I needed to move funds she was extremely helpful. She understood my issue and acted immediately. I was very impressed.

GEAR UP

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Include professional development that includes all college access, not to have them separate.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

As a national program, there is no single source listing that is kept current, showing all gear up programs. This would be extremely helpful. A roster of NCCEP and ED staff contacts would also be useful on this web page.

E-grants are much better and easier to use than grants.gov and grants.gov is harder to consolidate and upload documents and grants/narratives. E-grants are much easier to upload documents and narrative, etc. It would be much better to go with e grants and make it better, and just use one for all of USED. Also, since two systems is too confusing. Also go with e grants!

GEAR UP website often not updated. Especially when the new RFA was announced. It was not posted on the website as indicated in the announcement.

Grant.gov needs to revamp their entire info lay-out. It takes way too long to find necessary info. The site needs to be more user-friendly.

Grants.gov is somewhat cumbersome to work with. The requirement to change passwords every 30-60 days is way too much. Also, because you are required to respond back to change of passwords in a few days time, there have been times when we've been kicked out the system and needed to totally redo our account. This is somewhat frustrating.

I did not find a way to contact contractors or technical assistance. The grants.gov budget should at least use an excel spreadsheet that would total the numbers in the columns and rows.

I feel program staff has been great about helping with glitches.

I have had difficulty finding GEAR UP specific web pages where I can ask questions of other GEAR UP grantees, where I can find out about conferences (besides the NCCEP site),etc.

Involve GEAR UP State Directors and Partnership project personnel in the design of a more content-rich and user friendly site.

It would be helpful if Supplemental Forms i.e., Free and Reduced Lunch, Budget, Partnership Identification Cost & Worksheet were added to the list of forms through the GRANT.gov system for uploading. During the latest GEAR UP competition, there was no clear, concise identifiable place to upload those forms. Therefore, applicants uploaded them in places they assumed were accurate places to upload or did not upload them at all.

Making them easier to find things.

Not sure.

Other staff has used the system. I have not directly used the system except for the web pages.

Provide more information about operating GEAR UP grant projects across the nation. Abstracts are often too broad to details about the specific areas served and program models and do not include contact information or additional web links for projects.

Provide practical examples instead of just the regulations.

Some guidance on the GEAR UP website is outdated. Specifically, guidance on match that is from before HEOA.

The online application is sometimes confusing, but the technical assistance is excellent.

The time difference has always been a problem for us. We are 6-7 hours behind eastern daylight savings time and most often on-line webinars, phone conferences, etc, are too early for us. Please plan meetings, webinar, phone conferences for organizations that are not in the same time zone. Too often American Samoa is not listed as a state which alienates us from completing application forms. For example Puerto Rico, Guam and the Virgin Islands are listed but American Samoa most often is not. Please make sure American Samoa is listed as a state/territory.

Q20. Please describe how ED could better use technology to deliver its services.

A prompt email response to questions and concerns Flexibility in offering webinars, phone conferences, etc.

ED could make us aware of these applications if they are available for us to use. If not, then make them available for us to use.

I have tried to access web hosted meetings and have never seemed able to have a positive experience. The finance Literacy webinar was not on time and had no sound for the first part.

Increase the use of technology to create a more regular, consistent stream of pertinent information. Right now, technology use is minimal and communication is irregular.

Responding to emails would be a good start.

We should be able to conference connect on a quarterly basis. Each community has a facility to connect with others,

Q38. Please describe how ED can improve its service to you.

Be more explicit with requirements of the grant. I get different messages depending on who I speak to sometimes. Be more explicit about how to find information online in regards to the grant.

Be timely and responsive. Our GEAR UP Program Officer often takes weeks to reply to our emails, and the replies tend to be so terse that their usefulness becomes questionable. It has gotten to a point where our team no longer views ED as a resource, which is a shame. We recognize that ED has many grantees. However, at the least, it should be made clear how long we can expect to wait for a reply. That way, we can plan accordingly. But this does not happen right now. Lastly, if ED is going to request information, it should be considerate enough of grantees to provide adequate turnaround time. The recent requests that I have received required immediate responses. Not only did they reflect a complete lack of sensitivity to the needs of local educational agencies, but they also represented an unfortunate irony given ED's own slowness.

Communication is irregular and inconsistent. It would be helpful to have regular contact to provide successes and notes on common challenges for grantees or regular updates on changes at the Dept. of Ed. When the restructuring occurred, my TRIO colleagues sent me the information quite a long time before we ever heard from GEAR UP. In fact, my TRIO colleagues on campus all send me their updates because we do not receive the same kind of regular communications that they do. It would be better to hear straight from our program. Also the support for project directors, particularly new project directors, is insufficient. Again, when compared with the ongoing support and training provided TRIO directors, GEAR UP is lagging significantly behind.

ED staff should be much more aware and knowledgeable on financial and technical matters. For instance, if there is a question on how to do something in the G5 system, ED staff should be able to provide guidance on how to resolve the issue or at least who to talk to in order to get the issue resolve - including name and full contact information.

For a department that serves such a diverse population, we find program officers always available and knowledgeable.

I can't think of any.

I have had 5 different program officers in six years. This can cause some inconsistency with what each one expects from the grantee.

In some cases ED needs to follow its own rules. It has been more than a year ago but an application for a TRIO program was .75 points short of being funded but ED had decided NOT to honor the appeal process that had been outlined in the regulation. In other cases, do not wait until 7 days prior to a FIPSE deadline to notify potential applicants that there will be no competition. Keep in mind that you're funding has an impact on many people's lives and livelihoods.

Please simplify grants.gov.

Program officer communication is sporadic. Would like more frequent interaction and guidance.

Program staff often issue inaccurate guidance and then do not send clarifying or correcting information to all interested parties. Emails often go unanswered. Program officers refuse to put responses in writing which is often required for us to proceed.

Programs appear to be understaffed, with staff stretched quite thin. Staff, however, is extremely willing to work with us, and unfailingly positive. Information we receive is always the best information available to ED staff at the time.

The program staff, administration and officers, have always been VERY helpful and responsive, via phone, email, and snail mail. They seem to care a lot about each grantee and the success of the grant programs. While they seem busy, they are also personable, and helpful. It is critically important to see them, meet with them, and know them from networking at annual conferences and meetings, especially while in W, DC. The ED staff could collaborate more with the associations/service providers, especially for new directors/new staff trainings, especially for new grantees. The ED staff could provide more evaluation information and directives, and lead/guide more grantees/programs and their staff through benchmarks and accountability systems, with more public reporting and reports available, on line, at the program websites, to show successes and progress and interim reports - with areas for improvements, and summative evaluations, with cumulative reports of all grants/programs results, reported annually and per cycle. More summative evaluation information from the APRs and other evaluations, from service providers needs to be made more public and on line, for all to use and analyze, and to help all grantees/programs grow and develop! Evaluation is the key to our future development, sustainability, and growth! More ED staff webinars and technical assistance using technology would also be more helpful, especially as laws, regulations, and rules change and evolve. More program highlights and updated program contact information, for each grantee/program is needed, so more networking can occur beyond annual conferences. More use of listserves and email lists from USED staff would also be good...especially for specific directives and or reminders. Overall, the newly appointed ED staff and continuing staff leads are all GREAT people who work very hard...and are much appreciated by those of us, in the trenches!

The timeline for reporting is not in line with either the IHE or LEA fiscal year nor the academic year. This makes the report a chore rather than an informative exercise.

FIPSE- Comprehensive

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Better communication--get everyone on the same page and knowledgeable about what each person/dept does.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

Experience has been pretty good, so no significant issues that need to be addressed.

Make them more user-friendly. Be clear about where to find information and POST the actual information that we need.

Only review consistency of language in the FIPSE online system in terms of the annual report vs. other grant language such as budget reporting period.

Password system is too complicated. Too easy to get locked out and have to ask a FIPSE administrator. They do NOT like to be asked about passwords.

Place tutorials on how to access and do certain things on the websites to enable users to find the relevant information easily.

When new information that all constituents must see is posted, it would be helpful to have an email sent to alert constituents to view the contents.

Q20. Please describe how ED could better use technology to deliver its services.

Avoid expensive trips to DC and do web conferencing. Also, answering the phone when we call would be helpful.

Instead of audio only have WebEx sessions to explain about services or processes.

The initial meeting for PIs could have been much more effective if materials had been provided prior using technology, if the technology at the meeting had been better, and if technology had been used in follow-up.

Q38. Please describe how ED can improve its service to you.

Answer the phone, make the FIPSE database easier to understand (deadlines, what expected), and put annual meetings on line.

ED should connect with the variety of higher education constituents, not just senior academic officers, and be more pro-active in eliciting the much needed support for post-secondary education, including graduate studies for currently under-represented population groups.

I explained our issues in our annual report. a) program officers provided conflicting information and guidance regarding the necessity to attend the December annual meeting b) annual meeting attendance requirement conflicted with final exam week c) annual meeting attendance requirement preceded start of grant budget d) annual meeting attendance was not worth the material, time and schedule costs compared to offering the guidance online through webinar for example. I provided such comments at the annual meeting on the comment cards and evaluation forms e) delay in responses from project officer on numerous occasions; failure to respond to each request listed in an email at all or in a timely fashion f) inconsistency in grant language vs. implementation in terms of timeline to hire an outside evaluator vs. need to attend and bring evaluator to annual meeting. g) I certainly understand the extraordinarily high ratio of projects to project officers, but on my end the service is poor, untimely that has negative real and large effects on our project and project preparation.

I know that FIPSE folks are inundated with material and communications, so please consider what follows with that in mind. I have yet to receive feedback on our Implementation and Evaluation Plan, which we submitted several months ago. I have yet to hear back from our Program Officer about preparing an annual report in light of our project formally getting started on 1 July 2011. Receiving information from FIPSE about those issues would be helpful. Other than that, I have been pleased with the very helpful interactions I've had with FIPSE folks.

Inform grantees immediately when their grants officer retires with information about the person replacing that individual. Not cancel competitions so close to the submission date.

It will help to have more contact with the Program Officer and to receive feedback on the annual reports.

More staffing is needed, so that response time and quality can be improved.

Overall, everything was just fine. However, it was difficult to find the content and format requirements of the annual report.

To have someone to test the system and find out potential issues/inconvenience from the user's perspective.

CUSTOM QUESTIONS

Q1. In the course of preparing your successful application to FIPSE, which of the following did you do? Other, please specify

I collaborated with our Director of IR and Faculty Grants when preparing our proposal. I was not lead author on the proposal; she was. I am now the Project Director.

The narrative carefully documented why this proposal was cutting edge and innovative and what we would do if awarded the grant.

Worked collaboratively with others from other institutions to aim for national impact.

International: National Resource Centers

CORE QUESTIONS

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

After a 4 year hiatus in T-VI program coordination, IRIS is a vast improvement over earlier versions. However, it took longer than it should have to get acclimated to the updated site, and others in the office with no prior experience found it even harder. We made a lot of rookie mistakes, I think mostly because there's sameness to the look of the site that makes it hard to figure out such things as the order things have to be done in, and where things are. Our director accidentally submitted the wrong report in April, and it still has not been 'unsubmitted' after a couple of request to the IT folks.

Before changes are made please notify users. Please actually respond when we send queries about use of on line databases. And please make responses in plain and understandable English. These simple changes would result in a 100% improvement in our experience with these web facilities.

By and large, I have found them to be quite friendly and useful.

Clearer/ simplified instructions. More flexibility to accommodate the differences in program offerings.

Eliminate macros from required Excel templates.

Enable uploading of spreadsheets instead of manual entry of fields in databases. Provide better instructions on how to upload databases and documents on website. Recent changes to degree program data entry are problematic. IFLE is difficult.

For IRIS, allow transfer of more information from previous reports to current ones to reduce the amount of information that must be entered from scratch (for example, statistics on FLAS applicants and awardees). Allow uploading of spreadsheets with data where possible to reduce the need for manual entry of data directly into IRIS.

I encountered difficulty locating historical material on NRC funding of different world areas by grant cycle. Eventually I located most of the material I required, but it was not easy to find.

IRIS system occasionally misfires, but help desk is very responsive and quickly corrects the problems.

It often feels that the database is not set up with end user input. Questions in the IFLE FLAS language evaluation questions, for example, are irrelevant to many lesser taught languages. Ways to adapt or create more relevant and meaningful questions for our evaluators to use would be a welcomed change. There is also an assumption that our users all have electronic access. Many NRC centers work with communities that do not have access to the internet and with providers who do not speak English (the database is available only in English).

It would be extremely useful if there would be a function by which we could upload data from an Excel spreadsheet into the 'Outreach' data report section of the NRC annual data report. This upload capability is available for course lists formatted in Excel, but it is not available for Outreach information.

Login procedure is too cumbersome if a grantee has multiple projects--easy to log into the wrong one, difficult to realize that fact.

Make provision for ability to upload excel spreadsheet information for outreach under Title VI

More options to upload data from spreadsheets would be helpful, e.g., in the outreach activities report. Several of us have developed repetitive stress injuries from working with computers, and having to 'cut and paste' information from our own databases and spreadsheets exacerbates these injuries.

My only problem requiring contractors and/or staff to mitigate problems encountered was on the IRIS/IFLE website when the PI for the 2010-2014 Title VI/FLAS grants kept being changed back to the PI for our 2006-2010 grants. The problem would be fixed, and then it would be changed back unannounced, which posed a slight problem for reporting on grant activities. This was eventually fixed.

No problems. IRIS seems a little 'clunky' in filling in the boxes, but works fine. Just a visual thing, not substantive.

Ongoing issue with IRIS NRC reporting for consortia, only the lead institution can see and access some screens. Allow NRCs to import data from previous IRIS reports for course list.

Re. Uploading Courses: 1. The directions for the Language list say, "Select the language taught in the course from the drop-down list. If the language is not on the list, enter the language into the 'Other' column." When attempted, an error message was generated. IRIS tech support confirmed that this is the case – we must choose from their list of languages, and cannot enter our own in the Other column (he noted they need to update their instructions). Not yet done. 2. The directions for the Areas Studies list say, "If the course has been previously offered at your institution, select the type of revision or enhancement to the course, if any, from the drop-down list. If the revision/enhancement is not on the drop-down list, enter that revision in the 'Other Revision' column." And the dropdown for "Nature of revisions" has an option called "Other". Same problem...other is not allowed and the directions and dropdown menus have still not been aligned with the technical capability.

The foreign language assessment reporting system for FLAS is quite problematic. The tasks listed do not relate to actual ACTFL proficiency levels. Please redo the tasks to relate to some sort of proficiency level.

The IRIS data base is fairly good. No major complaints.

The IRIS reporting system for FLAS has become complex because of multiple self- and instructor-evaluations and final reports. It's difficult to be sure all are appropriately communicated to the FLAS fellows and to the instructors. It's very time-consuming to follow up with everyone. The IRIS reports for NRC are less complex and have become somewhat clearer and better organized in instructions. But it is still difficult to upload a spreadsheet of enrollments, for example, using a Mac computer.

The IRIS websites are excellent, and have made it very easy to communicate information to IFLE.

The number of drop-down options on the IRIS reporting could be minimized to enhance efficiency. Also, the evaluation of FLAS students' language proficiency in both pre- and post- fellowship years should be

streamlined and must include more slots for language teachers to provide their own detailed evaluative comments than mere scalar or quantitative-oriented options.

There have been some glitches in the new IRIS reporting screens and some confusion (not too much) about what we would be reporting. Technical meetings after the awards were made were particularly confusing. But staff has been very helpful during reporting season.

Q20. Please describe how ED could better use technology to deliver its services.

'Department of Education webinar on assessment procedures' is a phrase that guarantees somnolence. Consider redesigning them to remove excess verbiage and shorten them.

ED's use of technology appears to be limited to rudimentary, disorganized webinars. There are other interactive technologies that would be more effective. If webinars will be relied on then they should be better thought out and more clearly organized.

No specific suggestions.

Use of elluminate.com to host interactive webinars on topics of common interest to those: a) writing proposals b) preparing reports c) responding to policy questions that arise, d) other.

Web seminars are a welcomed change and certainly a cost-effective way to communicate new information to programs without the need to gather everyone in DC. It is sometimes hard to hear, connections are not always good. It does seem to be improving over time.

Q38. Please describe how ED can improve its service to you.

All of my interactions with ED program officers, particularly with [Name], have been nothing but helpful, pleasant, and prompt.

Communication has been an on-going issue. We would appreciate timely email and phone responses to inquiries.

Consistency among different program officers in interpretation of certain regulations might be improved, and the IRIS reporting system has suffered from occasional technical glitches over the years. Overall, however, ED services have been good.

Documents such as application instructions and website pages tend to be additive rather than streamlined, resulting in excessive amounts of reading and processing for grantees. Official language from Congress tends to be reproduced rather than digested and analyzed. Finding tools such as search engines, tables of contents, indices are very important and could be improved. However, we are very happy with the program officers and other staff; they are always helpful and prompt in responding.

During the transition of staffing, it was difficult to receive a timely answer to one of our pressing questions about FLAS award policy. We understand that this was a temporary problem caused by the disruption of personnel change. It goes without saying that the late application and notification dates of the present NRC/FLAS 4-year grant cycle caused many institutions a lot of budgetary nail biting during the summer of 2010. Plans for the 2010-11 academic years should have been cemented in place well before summer 2010. And the sudden, unexpected 46% cut in NRC funding for 2011-12 is equally as alarming, though we did have more time to digest this information and prepare. We request timely notifications of awards so that we can plan effectively for each upcoming academic year. Changes to FLAS policy are not always clear. Sometimes it seems that new rules come out of the blue. For example, the need to expend all FLAS funds annually instead of being allowed without approval to roll over FLAS funds to the next year. Perhaps a pre-authorized roll-over policy, with the annual amount capped at a certain dollar limit, would work better and save the time of having yet another annual request required of us by ED. Or, if we

were allowed to offer one partial FLAS summer award each year, we could easily expend all FLAS funds without a need to roll over a penny.

ED has provided excellent service and thoughtful and well-targeted programs. The reporting requirements are appropriate but perhaps redundant and certainly time-consuming. Clarifications have recently appeared and been welcome for previously vague instructions, and that is appreciated and encouraged. The NRC/FLAS application process is time-consuming, though most requirements seem appropriate. It lacks, oddly, a clear opportunity to state a unified purpose for which funding is being sought.

ED staff members have been invariably helpful in my encounters with them and have always been responsive to messages and to requests for information.

Fewer technological issues with reporting system. Less redundancy of reporting requirements. Clearer guidelines and outlining of expectations related to evaluation.

Find a way to restore funding levels to FY 2010; otherwise, we greatly appreciate all ED does for us.

First let me say we have enormous respect for our program officer. Our main problems are a) the department contracts with outside vendors for its online facilities. These tech companies are not responsive to our questions. b) The department does not tell us when our application deadlines will be in a timely fashion and then gives very short time periods for submission. c) When some new reporting requirements are introduced, we are not given adequate guidance on how to carry them out. Even this survey is so extremely slow that it is taking two or three minutes to get to the next page and now it has just sent a message that the server cannot respond.

Fostering complementarity among programs would be useful.

I am pretty satisfied with the service.

I find my program officer to be particularly personable, knowledgeable, and helpful. My one suggestion would be to either make the IRIS website easier to navigate, or have the directions more easily accessible.

I would like you notification of awards and cuts in existing grant awards to be made in a more timely manner. This year I was notified in mid-June 2011 of a 50% cut in my year two budget and year two began on July 1, 2011. This is an unprofessional way of doing business.

It would be great to be informed sooner about actual budget reduction amounts for AY2012-13 so that we can plan our staff and activities ahead of time.

More nimble use of technology for grant support.

Not sure ED staff can be expected to deliver this...we need award information earlier in the year so we can run programs effectively and we need funding levels restored so we can continue to reach a wide audience. ED staff is hard working, personable, competent and efficient.

Our program officers are our main link to ED and are vital to the success of our programs. If I'm contacting them, it's because I have an issue that can't be resolved here. I know I will get a straight answer that will keep us in compliance with the regs. That said, a little more flex would be appreciated. Professional development to remain current on policies and procedures would be helpful. Also more info, sooner, prior to the next application. How about a meeting mid-cycle on best practices? Just brainstorming/dreaming.

Past and current Africa NRC program officers, over the last 7 years of my contact, have been outstanding. I am always amazed at the high caliber of folks working that desk. Intelligent, tough, compassionate, committed.

Service is fine. Fairly responsive to requests and if there is a delay, a quick phone call can usually resolve the issue. No problems at all.

The assistance is fine. The decisions made to cut funding are very problematic and destroy the 'product' we are supposed to be getting.

The only issue I have is the complexity of the website for ED in general, and the complexity of the IRIS site. As to the former, there's probably not much you can do, since the programs themselves are complicated. For the latter, those in my office who prepare the reports and interact with IRIS more frequently than I do say they are used to the process and find it quite easy. So perhaps it's a 'learning curve' issue, and cannot be made any easier under the circumstances. In every other way, we (the staff that administers our grants) are extremely satisfied with ED's services, particularly the program officers in IFLE.

The Program Officers must continue to keep in touch with PIs or Project Directors with respect to changes that occur at the ED. In the context of the current cuts, it is important to work closer together to keep PIs posted of anticipated changes and ways to adapting to them or finding possible solutions. The ED and DOD must work in concert to make it possible for ED to administer some of the language-related grants since the ED is known, traditionally, as handlers of language-related education.

CUSTOM QUESTIONS

Q11. Please address the following items regarding the Program Administrative Manual (PAM): Usefulness of document, clarity of information provided for NRC project administration, relevance to all prospective users (directors, administrators, fiscal offers), and describe any other information you would like to see explained in the PAM.

Evaluation section is the least helpful.

Excellent.

Experience with PAM is satisfactory.

Fine.

Generally very helpful, but it would be useful to have a searchable on-line version.

I consult PAM regularly. For the most part, it seems up to date. We have been receiving increasing questions with students about Loan Deferment and how it is affected by the award of a FLAS fellowship. We are also learning more about how to manage undergraduate FLAS and the different expectations students and university administrators have of funding for undergraduate students. I suspect this is an area that may need revision in a future PAM.

I found PAM very useful and have been satisfied with my experience using it. I do not have any recommendation for change or revision.

I have found the Manual to be quite useful and user-friendly.

I refer to it occasionally and so far am satisfied.

I refer to the PAM on a regular basis and find that it answers most questions that come up. When something isn't crystal clear, our Program Officer has always been able to help clarify the issue.

I was not even aware of this document, so I can't judge it. Its existence and usefulness should be more effectively promoted.

In general I find the PAM helpful. When I have not located in it the information I need, program officers have always been able to respond helpfully.

It is an excellent and detailed document of high relevance to all users that provides a substantial amount of very useful guidance.

It is clear, concise, and relevant to users who already have some familiarity with NRC policies and procedures

It is often difficult to find answers, and then the answers are a bit opaque so they are not always useful. There is no longer a concise calendar that includes FLAS and NRC Reporting Deadlines. That is useful.

It provides the necessary information.

It's OK as procedural manuals go.

No comments. PAM is acceptable.

No complaints.

Over the years, the instruction manuals created by ED has steadily improved to the point now that they are very useful providing succinct, accurate information. Thank you for your efforts in this regard.

Overall, the PAM is a very useful and relevant resource for NRC directors and administrative staff. However, on some points it tends to be less complete and specific than the handouts and presentations provided at US/ED technical assistance workshops for grantees. More specific information on such points (for example, program costs that are allowable or unallowable to charge to the grant) would be helpful.

PAM is adequate for its purpose.

PAM is informative, concise, readable and reliable. I am most satisfied with it in its current form and do not expect any further reviews or modifications.

Please clarify rules about which invoices are allowed! That is, under what circumstances are we allowed to pay an invoice to an outreach partner, who will then pay another vendor for services rendered as part of a co-sponsored event?

Please reformat the PAM so that it provides a step-by-step guide to the reporting process and also provides a preliminary and suggestive timeline of what should be done and when. While this does not provide any assistance to those who do not need it, it will prove extremely useful to those who are just beginning to manage a Title VI grant.

Quite useful. More on assessment guidelines for FLAS would be very helpful.

The handouts, PowerPoint presentations, and explanations at the technical training workshops are most helpful in understanding grant administration.

The layout was changed this year and it is sometimes difficult to find information. The table of contents could be more detailed.

The manual information is basic and clear. It could use some editing to make it more user friendly. It should not be in PDF form but in a searchable format.

The PAM is a useful reference material and we consult it often when doubts about procedures or any other concerns regarding our grants.

The PAM is adequate, but poorly organized. Having an electronic version helps because then one can simply search for relevant words.

The PAM is rather useful. New policies or procedures should be highlighted and included in online or in DC training.

The PAM is useful in some instances where relevant.

The PAM is very helpful indeed, especially in its latest iteration, but it could be even more clearly organized, perhaps relying less on FAQs and more on general rules logically arranged. A clear listing of the reporting responsibilities of the FLAS-administrating entity, the language evaluator, and the FLAS fellow would be helpful -- these could be sent to the fellows and instructors. You might ask those receiving the PAM (directors and associate directors) to be sure that they send it to fiscal and research officers, who often should know more than they do about the regulations.

The PAM is very helpful; we use it often in administering our grant.

The Q&A format is useful, but it might be helpful to have some type of narrative component to the PAM. Also, the PAM does not necessarily address grey areas or changes from past grant cycles. If you have administered a NRC in more than cycle, it would be good to know how regulations have changed so that you don't continue on with old regulations.

This is useful and clear. The most valuable support provided by the DOE is by [Name], our Program Officer who is superb.

Useful and clearly written.

Very helpful indeed.

Very useful and clear.

Very useful.

When new reporting data is needed (that was not asked in previous years) clear, well thought out methods should be communicated and in place to offer consistent data collections methods, for example reporting data for FLAS recipients for the years following the awards.

Would like to see greater clarity in outlining approved expenses related to faculty and staff training, travel(both domestic and international), and technical support, to help university grants administrators who are less familiar with international education grants.

Q12. What additional service could the program provide that would help you? Other, please specify

It would be nice to apply online instead of sending a hard copy of the proposal.

Make the website more user friendly. I always have to search to find grant info.

More timely notification of awards and cuts in allocated budgets.

Organize historical data clearly.

The program already provides a more than adequate level of service.

Q14. Please list suggestions for future selection criteria.

1. More emphasis on collaborative (cross-school) initiatives, specifically involving professional schools. 2. More emphasis on collaborative initiatives by NRCs on the same campus. 3. More credit for support of local area community colleges and HBCs. 4. More credit for NRC initiatives that incorporate local immigrant communities from countries/regions targeted by the NRC.

Decrease the emphasis on K-12 outreach and teacher training, while maintaining an interest in outreach to and instructor training for community colleges and institutions of higher education serving underrepresented populations. Decrease the emphasis on professional schools and 'applied' outcomes, i.e., students who go into government service or the free professions, and give equal credit for the production of academic scholars who will go on to teach language and area studies at other colleges and universities which might not have NRC centers or access.

I only say 'no' because it is often difficult to position all NRCs into a specific programmatic ideal. They often pursue language and international studies from various perspectives and the criteria do not always capture that.

None beyond the criteria already in place.

The biggest issue has to do with the 20th century way in which the world is divided under the current program guidelines. We should be rethinking the borders for our globalized 21st century world.

The NRC/FLAS categories focus overwhelmingly on curriculum, but none of the criteria specifically focus on research. #2 'curriculum design' seems an odd category and tends to repeat what appears in #3 'quality of non-language instructional program' and #4 'quality of language instructional program.' #8A 'Quality of Programming' doesn't seem to capture the purpose of explaining program ideas for the grant.

Too much weight to impact and evaluation, not enough to outreach.

International: Undergraduate International Studies and Foreign Language

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

None. No collaborations, not even the talk of collaborations, were allowed when discussing the final contract with ED. I mentioned that I wanted to combine two other funded projects with the ED-UISFL project and the program officer went nuts on me. We were not allowed to mention the other projects from that point forward. As far as I'm concerned, the government could shut down the entire USDE if this is program officer is an accurate representative of all USDE officials.

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

A template for a budget page.

During periods for report submission make sure technical support is enhanced and available for problematic issues.

Ease in finding recently submitted documents. I wanted to edit an extension application I had filed but I could not find it.

I have no suggestions since my experience has been so positive. The staff has been wonderful, and so timely with responses. I thank you for the opportunity to work with such a professional staff. It has made my experience positive.

In the IRIS system, getting international travel approved is tricky--at times I haven't been sure whether certain items apply or not.

IRIS is burdensome to use, and the reports submitted to IRIS were redundant.

Navigation of the main page of Dept. of Ed is not user friendly.

The Grants.gov site is not 'user-friendly.' For the purpose of seeking grant programs, it would help to insert drop-down lists that organize options by category (e.g., 'international & foreign languages,' 'biological sciences,' 'social sciences'). It would also be helpful to have the 'Grant Search' option on the first ('main') page of the site, instead of buried in the 'Apply for Grants' section. Some statistical information on proposal submission and acceptance rates would likewise be appreciated.

There was no specific problem with the database per se, but conflicting information about what to submit in the RFP and the actual window. The Program Officer solved the problem immediately, though, so the glitch did not prevent or delay the submission of data.

These databases and sites are already very user friendly, for which many thanks.

They are not very intuitive and are unforgiving of mistakes.

Q38. Please describe how ED can improve its service to you.

A bit more guidance for first-time grant recipients in writing the annual report and grant summary narrative.

Actually the best service is provided when the Program Director can appear at relevant academic conferences to explain the program and answer questions.

Again, I know that I sound too positive, but I have only good things to say about the services, and about the guidance from our director, [Name]. She is a committed and caring officer, and I offer my highest commendation.

Become better at getting positive financial results from Congress. The budget cut were given has seriously impacted our program negatively.

Changing due for proposals and announcements of funding has made campus planning more difficult. Budget cuts for next year's grants are doing considerable disservice to our campus and the goals it set when our plans for the grant were developed.

Continue to provide personal contact.

ED may consider facilitating exchange of information (and good practices) among recipients of like grants (smaller network), allowing for example institutions that engage in similar programs to be in touch and to swap ideas.

Everything is communicated and follows through with excellent expertise.

I didn't have any problems with ED.

I was surprised how difficult it was to locate an anonymous way to report concerns about another grantee, who I knew was being investigated by his university for malfeasance.

It would be helpful to maintain--to whatever extent possible--the application deadline from year to year.

Keep [Name] no matter the cost- it is her dedication that brings the resources together and gives guidance.

Make the information in the accompanying federal forms required for the application (many of which do not pertain to the grant itself) more transparent. That is, provide better instructions for completing the forms that don't relate to the grant itself, since these forms can be confusing to non-specialist audience.

On the whole, Greenville Tech is very pleased with the services and support that it has received from ED.

Only positive comments for [Name]. She is tops!

Program officer, [Name], did an EXCELLENT job communicating with applicants and award recipients at all times. Her availability, whether in person, by phone, or via email, was outstanding. Her knowledge of program and ED regulations was also impeccable. The only weaknesses I find are in the Grants.gov website regarding ease of use (especially when searching for grant opportunities). Otherwise, website report submission functions are entirely appropriate, and I have encountered no technology issues over the past 3 years.

Provide more funding opportunities.

The constant vigilance, willingness to help, and swift responsiveness of our program director was exemplary. Keep up this wonderful staff dedication.

We are a small institution and your services have enabled our campus to enhance its intercultural potential of our pre-service teachers in rapidly changing school environments. As a Teacher Preparation program in this slash and cut era for Education, the most important service you can provide for our institution for improvement of service is not to cut our award for our second year.

We have had very good experience dealing with ED staff members. We appreciate the quality of their service and their work.

CUSTOM QUESTIONS

Q7. What additional services could the program provide that would help you? Other, please specify

A meeting for new grantees with the Program Director in Washington within the first month of the grant would be a considerable aid in setting up first-year expectations and procedures.

I am only clicking this because the survey won't let me leave this section blank -- I am satisfied with the level of info provided and the means of providing it.

More budget samples.

N/A.

None come to mind.

None needed.

Nothing to add.

Post sample budget online with desired format.

Post sample budgets online.

Provide a sample budget with the sample application.

Q10. How relevant are the UISFL IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of a project?

About one-third are not really useful.

All screens are appropriate.

Although the grant process can be daunting for first-time users, I found the reporting screens to be very helpful. I was a little overwhelmed the first year, but I was guided along by webinars, the directors' meetings, and by site visits. Our school was given every opportunity to ask questions; responses were very timely.

Extremely important in recording benchmarks achieved and the development of Middle East North African Studies at my university.

Fine.

Forced to be too brief.

Good prompt for reflection. Also, allows one to organize materials that can be used for internal purposes.

Good questions, these were helpful for me to provide info and justification to my institution as well.

Helpful. (2)

I think it allows for the right amount of detail but is easy to use.

IRIS is very user-friendly. The breakdown categories are also very helpful in organizing reporting.

It is a bit difficult to comment, because I read the reports first and cast my report in terms of the categories, which seem logical and sufficiently descriptive to me. In addition, the Program Officer provided detailed information at the PDs' meeting, which helped structure my thinking about the reports. It may help also to note, for example, what percentage of 2-year projects become 3-year projects in the RFP (i.e., the no-cost extension year).

It works okay.

Limited little fields. Need more check-off items. Travel requests are very non-user friendly.

Moderately helpful.

Not terribly. I generally don't refer to them.

Not very helpful. We already have this information.

Offers a great way to review the entire project

OK.

Rather relevant.

Relatively useful, if somewhat redundant. (I feel like the same information is repeated when I am writing out my reports.)

Relevant.

Seemed redundant.

The current IRIS reporting screens are perfectly adequate.

The IRIS reporting screens are very helpful in recapturing accomplishments and challenges because they specifically prompt the intellect and the imagination to summarize key achievements and solutions to problems.

The iris system was very useful to me in administering the grant.

The IRIS system works well.

The jury is still out on this one because much may have occurred because we were anxious first time grantees.

The reporting is probably the most annoying task, if we are honest about it. Yet the reporting screens through IRIS are actually helpful in alleviating the annoyance! In other words, they are useful in helping us to recapture, summarize, and review our accomplishments and challenges. The IRIS screens were indeed relevant for what we needed to do.

The screens are set up with an excellent design to allow me to report on the project accomplishments and challenges.

They are helpful.

They are pretty good for capturing accomplishments and make reporting much easier because of the clear, standard format.

They are relevant to program activities.

They are relevant. (2)

They are very helpful.

They are very useful because they help you organize the wide range of activities that we have carried out.

They help to provide organized summaries of what has been happening with the project. However, some of the categories are too rigid (the ones that do not elicit narrative responses).

They seem relevant and appropriate.

Very helpful. (2)

Very relevant and easy to use.

Very useful and easily accessible.

Very useful.

Very useful. Appreciate the carrying forth the April report into the August report automatically.

Very. (3)

Q11. How useful is the annual directors' meeting? Why?

Absolutely critical for the information learned and the contacts made. Through these meetings we maintain contact with the field and our colleagues.

Annual meeting is useful, but too long. It was difficult to schedule a meeting that lasts more than 2 days. Some of the topical discussions (such as the revolutionary culture in Cuba) are not really relevant to what we do. I would suggest substantially cut back on the length of the annual meeting.

Annual PD meetings are ESSENTIAL. Not only do they afford an excellent context in which to address project questions and to review program requirements, but they bring project directors together from around the country. These encounters foster collaborations that enhance ongoing projects while setting the stage for possible future projects. Because they are organized in collaboration with other professional meetings or special university symposia (e.g., the annual conference of the International Studies Association or the University of Arizona's Water Sustainability Symposium), they also provide a wonderful learning experience. My personal participation in these meetings over the past 3 years has significantly strengthened my professional expertise and laid the foundations for important collaborations with colleagues across the country. All of these benefits have in turn lead to improved instruction and research on international issues and the delivery of foreign languages on my campus.

As I mentioned above, the Directors' meetings are most helpful. [Name] offers us examples from past grants, directions for completing first, second, and no-cost extension reports, and any other reports/forms directors must complete. The meeting is also helpful because we are able to share our ideas with our peers, and exchange information. I have found other directors most forthcoming with suggestions and information.

Discussing projects with other project directors proved very helpful in opening up new possibilities and directions for resources. The programs were excellent in design, focus, and content.

Extremely helpful in networking and learning best practices from peers and past recipients. It would be tragic to end the annual meetings since the information learned and networks developed are invaluable in assisting with our grant.

Extremely useful both for networking and learning from other schools' experiences, plus opportunity to interact directly and in person with the program staff.

Extremely useful. Not only does the Program Officer provide valuable information but it also allows for networking with other institutions facing similar problems.

Extremely useful: learning more about the goals of the program, other project successes, building up my own knowledge in International Studies/Area Studies, networking, having first-hand experiences to bring back to my colleagues, students and my university administrators. The meetings were well organized, interesting, great locations. Very relevant to our UISFL project and to me personally.

Fantastic. Contact with [Name] is valuable. Open, supportive consultation at the meetings is priceless as well as the opportunity to meet and learn from other project directors.

Good.

Helpful, but its objectives could be accomplished through online conferencing.

I enjoy the project director's meeting and greatly benefit from it.

I think the meeting is useful for networking and learning from others' ideas and projects. It assists with learning how to formulate our reports. Having such a long meeting and having to attend some other seminar as part of the meeting seems excessive in terms of time and expenses.

It is good to network with ED staff and other grantees and to talk about common interests, but I think the meetings are too expensive. We are in the northeast and had to go to New Orleans our first year, and

then two trips to the southwest. Too much of a bite out of our relatively modest budget. Perhaps in years 2 and 3, participants could join in a webinar during the meeting, if they choose to do that rather than attend.

It is useful to learn about best practices at other institutions.

It is very helpful to talk to the other grantees and problem solve with them.

It provides useful information on the program (updates, etc.).

It was a very useful meeting in that the networking with other grantees, hearing their experiences with the program both positively and negatively, as well as being able to engage in direct discussions with the U.S. Dept. of Education Title VIA Program Manager contributed to a better understanding of what is expected and how to accomplish that over the term of the grant.

It was extremely useful, especially the first time, in understanding budget & reporting requirements.

It was very useful, particularly as first time grantees being assigned to [Name]. We felt we struck pure gold.

Minimal. Some useful information, but could be more efficiently and cheaply provided through other means. Overall, seems a waste of time and money.

Opportunity to network and learn from other grantees. Good to get answers to questions about running the grant.

Overall, the project directors' meeting is both constructive and informative. However, some of the topics that are covered are not relevant to all institutions in attendance.

Presentation of program information is useful, but meeting could be shortened.

The annual meeting is extremely helpful because it provides new ideas and information on programs and international activities, opens the door for networking for joint activities and projects, establishes a clearinghouse on useful and useless approaches to internationalizing the curriculum and campus, and creates an advocacy group for internationalization that spans the curriculum from junior colleges to four-year universities.

The annual meeting was extremely helpful during the first year. The 'nuts and bolts' session especially proved invaluable. The second year's meeting felt less urgent in terms of learning about reports, but there were other sessions I found enormously helpful and understand the need for meeting annually, even though some Project Directors expressed frustration at having to cancel classes or find substitutes for 3-4 teaching days.

The annual project directors' meeting is extremely useful. It provides an opportunity for face-to-face contact with other program directors as well as with the program officer. There is also an opportunity to plan for future endeavors that we may share, as we have a common base in the projects we have developed already. It is an invaluable experience.

The annual project directors' meeting is invaluable because it allows meaningful conversations among directors of our accomplishments and challenges and I learn how to improve my efforts with completing my grant objectives.

The annual project meeting is immensely helpful in allowing project PI's to meet together share strategies, solutions to common problems, network and exchange ideas and personnel, and amplify the impact of the grant by creating a community of grantees.

The content relating directly to our grants is useful; the rest is interesting, but I feel restive about the amount of time. I'd like to see the annual meeting be a one-day affair in DC.

The director's meeting is extremely helpful. First, it offers directors the opportunity to interact with other directors and share ideas and strategies, successful programs, and challenges. I have kept in touch with some directors and applied ideas I have learned at the meetings. It also provides an important opportunity to be in contact with UISFL staff and officers as well as past directors. The kind of guidance, inspiration, planning issues, and exchange of ideas cannot be replicated by on-line resources. One of the most valuable aspects of the meetings has been the educational content on specific themes. This past year's theme on the environment and climate has influenced my thinking about teaching, curriculum development and ideas about the next UISFL grant we intend to apply for.

The most useful aspect is the opportunity to ask questions regarding grant administration and learn from other project directors. The professional development dimension is sometimes useful. In general, the meeting could be shorter, i.e., 1-2 days of actual meetings.

They have been most useful when the awardees have one-on-one time with the program director to address issues. I would have liked more time for group sharing about the projects (and their challenges).

They should be at the beginning of the award period, rather than almost a year after the grant was awarded.

Tremendous- I have been to two meetings and they have been a place to share ideas and make collaborations that have resulted in new courses and speakers etc. I see the directors meeting as absolutely crucial to the success of the grant.

Useful to get to interact with projects at other universities, i.e., networking.

Useful, especially when connected to the larger ISA, for networking. During the first year of our grant, being able to talk with the other grantees, particularly those who had years of experience with projects, was extremely helpful. Why connect with ISA? Even if the travel money is written into our grants, it is nearly impossible to get away for two conferences/meetings back to back.

Useful.

Very good for 'cross-fertilization.' Topic is interesting but necessarily may or may not be pertinent to an institution's project.

Very helpful.

Very nice - particularly the last one that only included the UISFL people and was not linked to ISA. We got to meet many more people.

Very useful - great hearing about other projects and meeting those with similar interests and challenges.

Very useful, because they provide access to our program director, who has always been extremely attentive to our needs; foster helpful networking among UISFL grantees (who go out of their way to help each other); and introduce examples of global issues around which to organize worthwhile UISFL grant activities and programs.

Very useful, especially the first year. I learned a lot about how to do budgeting and reporting. It was also very valuable to compare notes with other awardees. I got lots of good ideas from other universities' programs. I am not sure a second meeting is necessary but I guess I will find out when I attend the second one.

Very useful.

Very useful. Important to meet people with similar interests and challenges. A learning experience and a way to bounce my ideas and compare our progress to other. Very useful.

Very useful. Good to hear other experiences; good to hear the UISFL director answering questions.

Very useful. It allows directors to meet and exchange information about program progress, to hear updates about each other's programs, to make connections with other institutions that would benefit students.

Very useful. Networking opportunities; exchanges of ideas; exchanges of success and failure stories, which help to develop new strategies and deal with challenges. Very useful!!!

Very useful. The meetings are an opportunity to meet other grantees, compare notes, discover new possibilities--the meetings are an essential feature of the UISFL program. One concern I have--and that others have voiced in my presence--is that the annual meetings are too long--with transportation time they take about 5 days. It would be great if they were shortened by at least one day.

Very useful--talking with other directors has been extremely helpful. The training from [Name] has been outstanding.

Q12. Why is UISFUL funding so important to the internalization of your undergraduate program?

Absolutely necessary funding source for community colleges! Would not be able to conduct the types of professional development opportunities for faculty or study abroad opportunities for students without it!

Allowed us to do something we would never have been able to do.

Enabling us to build the foundation for a program in China studies that prompts our dean and provost to invest further institutional funding.

Extremely important for 2 reasons: 1. Receiving a grant from USDE is a mark of 'certification' for the importance of the project. It helped immensely in initiating this curriculum initiative in internationalization which would never have gotten off the ground without it. 2. Grant provided the support for people to dedicate real time to project goals and the work involved. Never would have happened without it.

For universities with few resources for internationalization or with administrators who have not made internationalization a priority, the funding is CRITICAL for getting projects off the ground. The resources that can be extended to faculty--the lifeline of any serious internationalization--are GREATLY APPRECIATED as incentives to bring faculty on board. Please continue to fund this program. Otherwise, we just cannot compete with the big research universities with their huge endowments and other resources. Our students (and faculty) need to gain global competence, too.

Institutional support for the internationalization of our undergraduate program has been very limited, especially in today's economy. UISFL funding has been vital to our effort to reinvigorate our program.

Internationalization at our college and all community colleges that I am familiar with who currently offer excellent internationalized curriculum owe their success to UISFL funding. Without it, efforts would be sporadic and minimal due to fiscal constraints that community colleges increasingly sustain as local and state dollars are reduced.

It allowed us to bring students with limited expectations of study abroad and cultural competence acquisition into an effective minor program that took them to Mexico for a semester and placed them in schools and clinics as well as provided academic and language instruction.

It enabled us to offer new courses, send students to the region and elevated our status in the eyes of the university administrators.

It enables us to create new, interdisciplinary programs that bring an international emphasis to courses and disciplines across the curriculum. The grant helped us succeed far beyond expectations.

It has enabled us to solidify the curricular and co-curricular base on which to build a stand-alone Asian Studies major and to broaden opportunities for our students to build personal and professional bridges to Asia in this newly-dawned 'Asian Century.'

It has provided funds for the strengthening of our program which would not have been available from our institution.

It is crucial, because it allows for us to leverage the federal dollars in such a way that we can initiate or enhance programs that would otherwise not be funded by our university. Our grant has been instrumental in bringing faculty together to work on internationalization in concrete ways that benefits students and faculty alike.

It is the seed money that allowed our whole university to embrace internationalization in a more serious manner. It also helped, particularly in these times of budget crises and austerity, to be able to point to the promises made to the ED by our institution.

It led to the creation of a number of new courses in international area studies.

It provides affirmation of what we are trying to accomplish and gives us credibility with administrators on the home campus. More importantly, it allows us to pursue innovative ideas and deliver more exciting, effective programs to our students. It also energizes the faculty involved.

It provides the resources for engaging with Asia and thus gives us (faculty) some leverage when talking with our administration about support for our program.

Most of our MES related activities outside of actual classroom instruction would not be possible without the UISFL funding.

Not only are the financial resources important, but so too is the legitimacy of having a program selected by outsiders for funding. This provides significant support of multiple types for those of us advocating internationalization.

Our institution really needed a jump start in terms of making a commitment to the teaching of less-commonly taught languages. The grant has pushed the administration to dedicate the first position of this kind in our Modern Languages department. The grant has also energized faculty in the field to work together across departments.

Our small institution and teacher preparation program is an island populated by majority students in a rapidly changing community that will be soon be Minority/Majority. Many of our current students are also from rural areas in the state, so in addition to having little exposure to the local differences, international experiences were out of the question. However, this grant has been helpful, not only with intercultural communication skills and international experiences for our pre-service teachers, but also with our new Cross-Cultural General Education curriculum to be implemented this fall, which speaks to campus wide sustainability of the program UISFL has helped our institution fund for Teacher Education.

Our undergraduate program has a goal of internationalization, as do many programs like ours at comprehensive institutions. To be ultimately effective (with depth and breadth) internationalization is a broad cross-disciplinary effort that can meaningfully connect foreign languages and various content areas in the curriculum. Our UISFL funding is being used to do this for both students and faculty: we have used it to design a faculty development program in Cultures and Languages across the Curriculum and we are adding support in our Foreign Language programs by offering stipends to international teaching partners from university partners abroad. These teaching partners are a bridge to support the faculty development and the student language program. Without the grant support, we would not have been able to start

these initiatives. Now that we have started them, there is discussion on campus (not only in our Global Studies program or in Foreign Languages, but in areas like Education and Art) about how we can continue them. The benefits are becoming visible. We believe this is a true step toward meaningful and sustainable internationalization in our curriculum. The UISFL funding is thus integral to the implementation of our goals.

Particularly at a time of severe budget restrictions, it enabled us to significantly improve our Chinese language and Asian Studies program. at a time when faculty development funds are in short supply, the grant enabled us to leverage the resources that were available to us in order to expand the program and provide a model for the development of other regional studies programs within the global studies program.

Provides leverage to initiate new programs, legitimizes international studies.

Provides resources, focal point for faculty collaboration and enhances credibility and prestige of sponsoring unit and overall internationalization project.

Since our views of the world must now be global, the UISFL funding is a tremendously helpful to universities in preparing courses and programs to assist their students.

The timing of our UISFL grant was crucial to our ability to offer a critical language in an interdisciplinary academic context at a time when university budgets were slashed--with many of the radical cuts eliminating language programs at precisely a time when international literacy has become even more of an imperative.

The UISFL funding is critical in developing language and area studies at my university. This grant funding gave us small but invaluable seed monies to jump start Arabic and Middle East/North Africa Studies at my university. The number of students that obtained Arabic language proficiency and knowledge about the region is indispensable for the United States security and commercial objectives.

The UISFL program has been crucial in providing seed funding to expand our programs and collaborations in foreign languages. UISFL has raised our visibility on campus and engaged multiple colleges and departments in the process of internationalization. UISFL has been a key factor in leveraging our strong programs and in creating new ones. It provides external validation for the quality of our programmatic initiatives. Our UISFL grant has provided this validation for university administration and our external partners (corporate partners). In short UISFL has provided the foundation, and been the corner stone, for major initiatives in our department (world languages) during the past decade. We have also been successful in making the new initiatives funded under UISFL sustainable.

The UISFL program was the catalyst for establishing Asian Studies as a major-level concentration on our campus. Although Asian studies had existed as a minor for several decades, it was only through the grant that we were able to make the leap to a major. As a result, by the end of the current academic year (following our third-year no-cost extension) we will have added a total of 13 new Asia-focused courses to the university curriculum. These include not only upper-level courses in Chinese and Japanese language, but also topics and service-learning courses in the areas of history, economic development, tourism, human rights and migration issues, ethnomusicology, culture, and politics. Further, faculty doing research and teaching on Asia now work collaboratively across traditional unit lines, and our Dean of the College of Arts and Sciences has committed to establish 2 new tenure-track positions in Asian languages. Finally, Asian Studies now represents the second largest major in our International and Global Studies Program, with approximately 40 students pursuing this option, and the number of students now studying in Asia (PR China, Taiwan, Japan, Singapore, Hong Kong) has doubled during the three years of the grant. In short, the importance of UISFL funding to internationalization has been extremely profound and far-reaching. Thanks to this program US students are gaining the critical understanding of the world they need to help our nation compete successfully and securely in our globalized twenty-first century.

This funding is critical to efforts to educate university administrators about the significance of international education. UISFL funds permit progressive thinking faculty to further develop professionally while demonstrating to the university community how to, and the value of an internationalized campus.

This is a vital but nationally under-subsidized part of undergraduate education if we hope to prepare students to be effective and productive citizens in a globalized world.

This project aims to test a national model for fast-tracking integrated Chinese language and area studies development at 3 community colleges and 3 universities (2 public, 1 private) that were selected to provide a cross section of American higher education. Without this funding, this three year series of activities would simply have been impossible to conduct. The project will involve 72 professors at 6 colleges and universities in a series of intensive summer faculty development workshops, shorter workshops on each campus, and a range of other activities. The impacts of UISFL funding on these schools and faculty member, and the thousands of students they reach every year will be dramatic at the least and potentially transformative.

UISFL funding allowed us to show our university community the potential in developing expertise and programs in an area of international studies that had not been part of our curriculum before. It created a lot of excitement about the field of South Asian studies that will last long after we spend down the grant.

UISFL funding has been absolutely CRUCIAL in this time of budget crisis. Funds allowed us to staff courses, develop materials for promotion (visibility) and recruitment to the program, and provide faculty development and K-12 outreach. This money helped us get matching funds internally and externally. We received helpful advice from external the reviewer.

UISFL funding has been key to marshalling the college's own financial resources for internationalizing our curriculum. The grant has generated much support on our campus from faculty and administrators and has enabled our students and faculty to be able to have international experiences that will positively impact our classrooms and our students' future career plans. Without the grant this would not have been possible.

UISFL funding is essential to the internationalization of our undergraduate minor in East Asian Studies. Because of the grant, we have: 1.) successfully implemented our East Asian Studies minor, 2.) conducted faculty enhancement seminars in years 1 and 2. 3.) Organized and facilitated study abroad programs with other faculty members. The resulting new and existing courses from our faculty have been edifying. Also, our student body has responded positively to these courses: language courses, history, literature, art and architecture, theater, music, business, political science and international relations, and creative writing.

UISFL funding is extremely important as the seed money for establishing important undergrad int'l programs. It allows us to leverage university resources in the direction of further internationalization. Given budget constraint, the fact that UISFL grant is available serves to help focus university administrator's attention on internationalization. UISFL funding also benefits undergrad students directly as they get assistance for study-abroad program and new courses in int'l education.

UISFL funding is the dynamic that helps drive additional resources toward the internationalization of our undergraduate program. Without it, we would not have added Chinese to the curriculum or created undergraduate internships in Cambodia. Our university or private donors now fund both of these UISFL initiatives.

UISFL has been absolutely essential to the development, strengthening, and success of undergraduate international programs at The College of New Jersey in Latin American Studies, Middle Eastern Studies, and Central Asian Studies, and to the language programs in Arabic, Persian and Spanish. Without UISFL funding we would not have been able to develop the International Studies Program in Latin American Studies, Middle Eastern Studies and Central Asian Studies, important and critical regions in the world today. We would not have been able to develop an undergraduate Persian program, strengthen our Arabic to the point that we now have an Arabic minor, increase student awareness in these critical parts

of the world, hire language instructors to develop these programs, add over 20 new courses to the undergraduate curriculum through faculty development programs, strengthen our study abroad programs, including a student-faculty study-tour to Uzbekistan and Tajikistan that was tied to an undergraduate seminar. UISFL funding has been absolutely essential to internationalizing our undergraduate program.

UISFL provides crucial support for projects otherwise not possible locally--and winning a UISFL grant is huge external validation in eyes of local administrators when we propose some activity, such as new foreign language instruction, to internationalize the campus.

We have been able to have faculty development which has energized campus on internationalization. Our curriculum is already stronger. This has been so helpful to our program.

We have been able to leverage UISFL funding to gain access to significant university resources that would not otherwise have been committed. The USED funding provided external validation for our initiatives and provided an incentive that allowed us to elicit cost share/matching university dollars. As resources became even scarcer, the federal grant ensured that the university administration stuck to their commitments rather than making more drastic cuts to international programs.

We have used UISFL to build foreign language and area studies programs through faculty and curriculum development that include linkages with partner universities in the target world region.

We need this funding to be able to prepare our students for life in a global 21st Century. Cutting this funding was short-sighted and in the long run counterproductive.

We were able to help fund both Chinese and Japanese instruction and to work towards establishing an East Asian Studies minor.

Without it there is absolutely no way that we could have developed our undergraduate programming and especially our Arabic minor.

Without it we wouldn't have advanced our project or enhanced our curriculum.

Without the funding our College would not have created a momentum on which we will build our internationalization efforts. Very important for a small College without a lot of resources for extra-curricular activities and international curriculum for students. Thank you, Title VII!!!

Without this funding we could not have started a Chinese language and culture major. In addition, the grant has forced the institution to really think about what global curriculum means and move toward greater support for more collaborative, interdisciplinary course models. It has also opened the door for faculty to take risks in developing new content.

Without UISFL funding it would be very difficult, if not impossible, for Greenville Tech to fund internationalization projects.

Without UISFL we would not have been able to establish new language programs, new majors, or new programming. These three areas have collectively changed the lives of 1000s of students over the past 10 years and have produced many outstanding student with focus on area studies and languages who have gone on to work for government agencies or for government contractors.

International: Centers for International Business Education

CORE QUESTIONS

Q18.3. Please provide suggestions on any of the databases or Web sites that you have used that would help us improve your experience with them.

Clarify space limits on narrative sections of IRIS.

IRIS is a work in progress which has been considerably refined and is far easier to use.

No suggestions. (2)

Since the CIBEs collaborate on a lot of educational programs - to streamline reports and reduce redundancy it might be more efficient to have a lead school input the activity once and lists the their collaborators.

The website for reviewers for BIE grants was awful. Navigation is complicated and not intuitive. No decent instructions.

Q20. Please describe how ED could better use technology to deliver its services.

It needs to use platforms and software that are actually up to date and user friendly. In cases where online approvals are involved, more than ONE staff person in Washington needs to be authorized to make approvals. Our sole approver for international travel, for example, is unable to access the system remotely & so cannot give approvals when out of the office on business. When vacations roll around, no one is given approval rights in her absence and thus the process grinds to a halt.

Make the necessary investments in social networking and conference calling technologies.

Please provide more program-specific data on the IFLE website. Also it would be helpful to have more accurate and up-to-date program budget information on the IFLE website.

Use modern technology driven by needs assessments of its constituents.

Q38. Please describe how ED can improve its service to you.

By allocating the funds originally granted but withheld due to recent budget cuts.

It would be helpful to have a backup contact for our program officer when needed.

CUSTOM QUESTIONS

Q11. What additional services could the program provide that would help you? Other, please specify

No additional service needed.

Q13. Please list suggestions for future selection criteria.

Global competencies focus is needed; how are we preparing the next generation.

Physical Education Program (PEP)

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I have no particular model to suggest. However, it would be important for grant officers to know and understand the particular content of the grants. They are more intent on the fiscal aspect. SAMHSA (DFC Grant) has a good model with a specific officer that is reasonable for funds and an additional officer that is competent in the particular grant content.

Q20. Please describe how ED could better use technology to deliver its services.

I found it sometimes difficult to get in touch with the program officer by simply relying on email. Perhaps a videoconference every few months or so could address common questions or issues rather than having to each contact the officer individually.

It would be nice for each grant program to have a website where grantees could access resources, lessons learned, and technical assistance. This could also provide a venue for learning what other grantees are doing, and finding ways to collaborate. The G5 reporting system is not user-friendly. The forms are not easily fill able and do not allow any type of formatting that would make it easier to report data.

Readily available information videos.

Webinars, Conference calls around pertinent topics i.e., how to complete an end of the year report, apply for a no-cost extension.

Webinars.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Ed.gov.

E-Reports.

G5. (9)

G5.gov.

Not sure.

System went down and when it came back up I was not allowed to submit my report on EDEN. Submitted a hard copy not by choice.

Wellnet.

Q38. Please describe how ED can improve its service to you.

Currently the only interaction I have with my project officer is on the mechanics of submitting reports and data. It would be great to get feedback and coaching on the actual content of the grant work. For instance, are we performing well? Are there things we could share with other grantees? Are there things we could learn from other grantees? Also, web-based resources and connection to other grantees would be WONDERFUL!

I am happy with the services I have received. Thank you

I believe that the PEP grant only requires data that does not need the ED services. Just this year, data collection has changed from 2009, so not sure if that is through ED services. I have had no problem with PEP requirements and data collection so feel my needs are being met

I had hoped for a spot to share my appreciations for the support I have received. The seven support people that answered my questions while trying to do my annual report were patient and knowledgeable!

They were amazing! I also have been impressed with the support given by our contact - [Name]! Awesome!

I have had unpleasant interactions with an ED staff member but did not complain. I figured there was nothing that I could do about it.

I think the on-line reporting system is a very good idea, but we tried constantly for four hours to submit and the system was down. At 4:35 EST we got through only to be told it was too late. We also e-mailed and phoned our director with no response on what to do. It was very frustrating.

If a contact is ill or unavailable, please provide a message (even an auto response email system) that may be reached in the event we need something.

More timely response to questions on RFP's. There is typically a short deadline and if I have a question, I am typically sent to someone's voicemail. If I ever do get a call back, it is after the deadline has passed so I did not get the information I needed when I needed it.

N/A.

None.

Really benefitted from meetings held in Washington. Helped to hear first hand the vision of the Department of Education, what was expected in reporting regarding our grant, and hear from others programs being done in different parts of the country.

Respond to e-mails; phone messages left. Change attitude to be one of customer service vs. 'Lord and Master'.

Response time and manners. When contacting my person in DC, they either didn't respond at all, took several days to respond, or was rude.

Staff knowledgeable about grant content.

The delay in notification to award recipients presents a serious hardship in terms of getting started. Furthermore, the data collections and research design, particularly related to pedometer data are ill-conceived. For example, it is unrealistic to expect a kindergarten student to wear a pedometer all day, take it home overnight, and come back to school with it the next day. Even with parents' help, kids that age simply cannot be relied upon to do this. We lost 50% of our pedometers due to kids not returning them or losing them. A better plan would be to leave the pedometers at school so teachers could ensure they are not lost. I realize this does not capture 24 hour activity but it is better than no data at all.

The services have been more than satisfactory.

The Webserv list a great idea, but training is needed to prevent multiple messages from being replied to everyone.

Very happy with services receiving.

Readiness and Emergency Management Service (REMS)

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Consistent application of rules over time for those of us in the field. Don't know of any model, but my experience with the department and with contractors seems to point out that this is an issue.

Q20. Please describe how ED could better use technology to deliver its services.

I would like to have more staff on the list serv. to receive information and it is limited to the Federal Program Director. Would like to see more use of technology so that we don't have to travel to DC for conferences.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Does not apply to me.

Egrants and G-5.

Email.

G4.

G5.

Grants.gov.

Sunguard BiTech.

Q38. Please describe how ED can improve its service to you.

Conferences should be restricted to two days at most and should not be held on the east and/or west coasts. Much of the same info could be provided by CD to save costs.

Emailed changes to budgets are not always answered with a clear 'yes' it is acceptable to spend funds or 'no' it is not acceptable to spend funds.

I ask to speak to a supervisor. She seems to want to get me off the phone as quickly as possible. I would like to see the relationship between the grantee and the grantor as collaborative but many times it is a parent/child relationship which is not healthy for meeting the needs of the students.

I love everything the ED provides for us and they are willing to get us any information we need. However, I think the Web service where everyone gets the emails could be better. I get a lot of junk email from grantees who do not realize they are sending their replies to everyone. I know this is picky, but it takes up valuable time of my working day and thus makes me kind of breeze over any REM emails due to this 'reply all' type service.

Keep up the same. Perhaps a little more timely response, but I understand everyone is busy.

Many of the publications are more than 10 years old and in need of updating...e.g., printed bullying resources.

More updated information. Some of the information on the TA website is dated. I am very happy with all of the info that I have received to date and interaction with our rep from REMS.

My only concern is that with the change over from [Name] to our new contact - I have not heard from the new person even though it has been several months since the change occurred. [Name] was a great support person to all of the schools assigned to her.

Safe Schools Healthy Students (SS/HS)

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I've seen OJJDP and SAMSHA cooperation as a model for success. The Department of Education is overly 'siloe'd' and far too inward-looking rather than focused on the needs of the LEA's.

Q20. Please describe how ED could better use technology to deliver its services.

I just struggle to get anything out of webinars. Must be it just doesn't suit my learning style. Otherwise, things seem good.

Its fine as it is!

Webinars are fine; just make certain that they are relevant and not overly general.

Webinars by TA providers are not as beneficial as they could be and tend to feature the same folks saying the same things, much more basic than they should be after a project is over one year old. Perhaps some more advanced tracks that involve some reading and responding rather than basic storytelling.

Q23a. What reporting system do you use for reporting accountability data? (Other)

ED forms - emailed along with hard copy.

Email and Electronic Surveys.

Email it.

Email.

Filemaker pro.

Gaps.

Q38. Please describe how ED can improve its service to you.

I believe tax dollars would be better spent funding local LEAs directly rather than supporting a national ED.

I would like to see an automated system for providing our GPRA data and our annual reports. But hard copies are fine to send...just seems very old school (no pun intended!).

Just by improving the ongoing training offered through the TA Center. My TA specialist is EXCELLENT but the overall training experience for project directors and program evaluators is a little lackluster. My Federal Project Officer is a gem. The agency needs more like her - efficient & effective.

Less required travel. More webinars, use of other technology to save time and travel expense.

More face-to-face meetings with project staff.

On line submission of reports and grant applications is a very difficult process, the forms are difficult to insert information, and the process of uploading is difficult. More ease to access is a must.

Lead Agency Early Intervention Coordinators

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

NCLB and IDEA collaboration on numerous federal requirements.

Q20. Please describe how ED could better use technology to deliver its services.

I really don't know. They are probably just like us. Huge technology needs and no \$\$\$ to fund it.

The IDEA Part C website has been under construction since 2004. Part B has a great material and guidance, but we feel that Part C site has been overlooked (not the priority). We feel that the Part B and C regulations should have been the first and most important priority after the 2004 re-authorization. Web Conference calls are still challenging. We would hope that we had worked through these challenges by now, but they are very common.

The webinar software is not compatible with the security used by our agency therefore; we can't participate except by phone.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Child Registry.

Electronic to submit APR/SPP and then federal data reports.

Email and hard copy.

Email Documents.

Email. (3)

Westat. (2)

Q38. Please describe how ED can improve its service to you.

As a Part C of IDEA Coordinator it would be helpful to have the Part C Regulations released to provide more guidance.

Be willing to answer specific questions.

Better communication among ED staff to ensure consistent responses and expectations within the same program.

Continue to make ED and OSEP website easy to navigate.

Example: early childhood transition guidance was created by TA providers at OSEP's request and never vetted with any state prior to issuing. Once issued, OSEP refused to revise anything in the document even though, from state's perspective, it greatly overreaches existing statute and regulation. And if OSEP would like to say that it will be more in line with the Part C regulations if they're ever issued, then perhaps they should have waited. The Part C regulation delay is disgraceful. OSEP has managed to issue two sets of Part B regulations since 12/04 and, 7 years later, hasn't managed to issue Part C regulations. We

saw that all resources were devoted to Part B regs while Part C went to the bottom of the pile in 2005, 2006, and 2007. If states are held accountable for being timely on a number of different measures, then so should OSEP.

Include a comprehensive range of ages-birth -50.

Issue Part C regulations and provide summary of changes to policies.

It is still hard to find documents on the DE website. The search engine doesn't find or narrow the search enough for IDEA Part C related matters. Would like to see a section of The Right IDEA website to link to the DE website for documents we need (OSEP Verification Visit letters; IDEA Part C Annual Performance Reports, etc.).

Make sure that the State contacts are current in their information and interpretation when changes are rolling out. The TA network seems to be most effective in distributing information.

More collaboration among various departments/offices. More flexibility in use of funds. Less overlap in services.

New website has been an excellent improvement. Still would like new regulations for Part C and hints about what they will entail so that we can plan here in the states. Overall, very responsive to questions and I like that. Very sad that everything has to be provided on paper and cannot utilize grants.gov for federal application and data requirements. That would be excellent and much faster for us.

No specific suggestions at this time.

Reduce burden of reporting (ie. SPP/APR, etc.); not repeat same process for new 'Results' initiative. Consistent and timely sharing of major policy/procedure/information items directly with State Directors.

Responses regarding information not meeting needs relates to the fact that most Dept of Education materials are focused on general education and/or Part B - very little on Part C. OSEP, MSIP, and Research to Practice staff are very supportive.

Simplify memos, sometimes they contain too much information or put the main point at the beginning and all the federal info later.

There is so much information disseminated. The information is good. I think the FAQs regarding transition were confusing and had negative impacts. The OSEP 09-02 memo is overused in reviewing APRs. A balance is needed.

While I appreciate the need for ED program staff to vet answers through legal counsel, there are times when the process takes too long, and opportunities are missed to initiate a new practice at the state level. It is my observation, however, that the vetting process has become more efficient than in years past.

CUSTOM QUESTIONS

Q8. What technical assistance can OSEP provide over the next year to meet your state's program improvement needs?

Assist us setting up new policy and procedures to improve our state's EI program. Any TA available would be appreciated since I am new to my position and need all the help I can receive.

Better coordination within the Department on over-lapping topics such as graduation/drop-out rates.

Clarification on 09-02 documentation to satisfy the individual child file and systemic.

Clarify and maybe rewrite the transition FAQs.

Highlighting changes to policies once Part C regulations are published.

Information and TA around new federal regulations for Part C.

More information on how OSEP will monitor/verify performance indicators in on-site visits with states.

OSEP's delay in contracting with TA centers year after year does impede the TA centers' ability to move forward on strategic work that helps our state improvement work.

Pay for TA to implement results portion of upcoming visit. Our understanding is that current funded centers such as ECO or DAC are not provided any additional funding to assist in this new endeavor. They could be paid on a fee-for-service basis if state's request their help and find it useful.

Provide guidance on 'new' Part C regulations when they are released -- which I hope is soon.

Simplify of the message.

Summarize and make guidance documents more concise. More advance notice on OSEP webinars.

Support based on 'results/outcomes' planning specific to each state's focus. TA on setting up evaluation process based on focus. Reduction in other reporting requirements to allow efforts to address focus area.

State Directors of Special Education

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

ARRA.

ESEA and IDEA each expect states to help districts and schools improve. A model that allows for one statewide system of support that integrates the work of the state agency, ESEA and IDEA would be much more efficient. This would also require that states be given some discretion related to identifying the level of educational risk so long-term help could be planned and implemented.

None.

Project forum.

Unsure of any other models at this time.

Q20. Please describe how ED could better use technology to deliver its services.

Sometimes the technology doesn't work. Other times, you have to laboriously hunt around searching for the topic. Others just appear on websites with no notice that it exist to state agencies.

Q23a. What reporting system do you use for reporting accountability data? (Other)

APR process.

of Education staff who work on this program.

Q38. Please describe how ED can improve its service to you.

Get consistency across programs with definitions. Reduce data burden.

Identify the critical pieces of information and get very focused on those and reduce the requirement for those of little to not importance to improving outcomes for students with disabilities. Have more discussions across programs (ESEA and IDEA) to take advantage of the best that each has to offer and to get more consistency in the processes--states should also be expected to do the same. This should help increase efficiency and accuracy.

It appears common sense has left the building. ED is overly reliant on legal assistance and overly interpretive of statute and regulation in an incredibly restrictive manner. There appears to be little or no understanding of the life of schools and the complexity of the tasks. Too often, a specific interpretation is put into place to provide clarity and instead it provides more rigidity. This detail enforcement is demoralizing and divisive and causes much too much focus on inputs and far too little focus on outcomes. This is a complaint about the system and not about any individual or office --- the bureaucracy has won --- - improving would mean bringing more of the person to the job and less of the legalistic and rigid interpretations.

Less paperwork, less burden, less regulation, less overlap and duplicity of data collection.

Make documents clear and explicit. Stop re-interpreting the written message in follow-up calls and conversations. Put all direction through the public comment process and stop making up new rules after the fact.

Please make all information available For example, PowerPoint's that have not been 'vetted' and are therefore, not provided.

Remove strong focus on compliance and penalties for errors and focus on improving services to students with disabilities.

When giving a webinar, please provide the listeners with a copy of the PowerPoint.

CUSTOM QUESTIONS

Q8. What technical assistance can OSEP provide over the next year to meet your state's program improvement needs?

Any time specific detail/guidance can be provided it is greatly appreciated. Often support feels extremely generalized, which leave much to interpretation. SEAs desire to be compliant and meet OSEP's expectations, but it's hard to do so when the SEA isn't sure of the way in which OSEP wishes to see the information framed.

Be clear and consistent. Do not require states to go back in time to correct things that were not initially made clear.

Efficiencies, less burden and paperwork, reduce requirements, more financial resources.

Get more minimalist and provide the basics only. From there, let the questions and concerns be your guide -- do not impose over the top systems.

Have consistent requirements without changing the metrics or definitions. Just give us the metric to use for all of the disproportionate issues. We do not have time for this hyper technical approach to judging state's effectiveness. The emphasis placed on all of the APR indicators is misplaced.

Help states spend less time on counting and reporting and more focus on student outcomes.

OSEP could review the area(s) where states seem to have the greatest problem responding and provide additional support in those areas.

Please do not make changes to the calculations or measurement each year. It is difficult to show progress or lack of progress if the measurement continues to change. Please do not make the State report duplicate information. Indicator 1 is an example. Our Title 1 should be required to report on students with disabilities in the CSPR. By having State report this, OSEP again continues to think of students with IEPs as students with IEP first rather than as a general ed. student and then a student with an IEP.

Provide clear templates for data collection.

Reduction of SPP/APR targets that have no bearing on student outcomes. More flexibility to states in implementation.

Support on improving and measuring results for students.

We continue to struggle with submission of data between EDEN and DAC. Very frustrating when the data rules are not the same between the two. Work in this area would ease the burden on the SEA.

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

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

As a newcomer, over the past twelve months, I saw for the first time in May 2011 some explicit interaction with the federal Department of Labor. I think DOE/OVAE's needs to nurture these relationships with Labor, Health and Human Services, Social Services, and other agencies working to create livable-wage opportunities, alleviate poverty, end cycles of generational poverty, and helping individuals/families find appropriate education and training. Furthermore, I believe too the National Governors Association needs to be involved in these adult education discussions (e.g., how Common Core Standards will affect K-16 programs).

Q20. Please describe how ED could better use technology to deliver its services.

More training through webinars.

OVAE rarely uses webinars, videoconferencing, or other means to meet with states. It has become very difficult for state staff to travel in the past three years and it has become a burden to go to Washington more than once a year.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Internal system.

LACES.

Not sure what we report through.

NRS Database.

NRS system.

NRS Web.

NRS. (9)

OVAE NRS. (2)

OVAE.

OVAE/NRS.

Own ABE database.

Q38. Please describe how ED can improve its service to you.

(1) The acceptance of electronic signatures would be of help. (2) More information available on the website(s). Generally satisfied.

I detect (from some of the ED staff) an aloof attitude with overtones of patronization and irritation when I interact or ask questions. However, other staff members are very approachable, helpful, patient/respectful, and professional. I too think more consistency in policy (and procedure application) at the regional level would foster more cooperation and trust.

Issue joint guidance from ED and DOL for adult ED and workforce.

Make sure to provide information to all the appropriate people.

Nothing at this time.

Provision of educational grant opportunities for the adult education program.

We need more online products. ED could do a better job of using technology.

Whenever I have asked for assistance, my TA has been very responsive and helpful.

CUSTOM QUESTIONS

Q12. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?

Continue to provide assistance with data quality. Assistance with partnering and collaborating with WIA Title I, Ib, Department of Health and Human Services, US CIS . Assistance with Career pathways and addressing the integrated basic education and skills training curriculum development and teaching contextualized material. Interagency strategic planning and sustainability of grant project and initiatives tools.

Continue to provide updates and tools on priorities and trends.

Continue to support states with technical assistance. Provide additional support in transitioning adult education focus to workplace and postsecondary transitions.

Continued training on Fiscal Management and Local Program Monitoring! Summer Institute facilitated by AIR was a great first step but this training needs to be sustained over time.

Direct technical assistance with requiring partnerships at local level among one-stops, community colleges and AEFLA funded programs.

Expand the number of webinars on how to coordinate services & linkages between Labor & Ed on WIA projects.

Focus on adult career opportunities is a great step forward.

Have webinars on topics of concern regarding the changes in NRS for 2012. Send minutes out on the shop talks or webinars.

I will be much better able to answer this question after my state has its [upcoming] monitor.

More regional meetings. Getting approval to DC very difficult.

Offer more detailed technical assistance to MIS developers and programmers regarding the upcoming NRS revisions.

Offer more webinars summarizing past DAEL activities, e.g. performance based funding. The documents provided for distribution are very well done but being able to have a regional/national discussion for those could not participate in the national activities would be most helpful.

Our direct service and professional development systems have shrunk by at least 40% over the past three years. It would help to have assistance in planning the further downscaling of the program.

Provide more online professional development and online products for students. Provide funding to states to carry out national activities.

Provide strong guidance directed to increase accountability and documentation.

Size of and resources in a state can affect a state's ability to incorporate new initiatives and the basic program to an exemplary level. Focus tends to be on wealthy, large states.

When WIA is reauthorized, we will need training. Training on any new initiatives.

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

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Coordination and alignment between Career Pathways initiatives at the postsecondary level with similar CTE Programs of Study initiatives.

Next Steps Working Group. PCRN. Support from RASs. DQI opportunities.

Q20. Please describe how ED could better use technology to deliver its services.

Decision-makers need to communicate more often, and while programs and processes are being developed. There is very little developmental dialog with those who must carry out these decisions.

Q23a. What reporting system do you use for reporting accountability data? (Other)

CAR and EdFacts.

CAR. (3)

EDEN/EDFacts and local ISRS PS.

Perkins CAR portal.

Q38. Please describe how ED can improve its service to you.

For the most part, I am satisfied with the service. Perhaps timeliness in some instances could be improved.

I have been satisfied with the responses from OVAE. My Regional Area Specialist, [Name], has been extremely helpful as I have learned the process.

In states where the EDEN person is not CTE, ED should encourage (bring together) close communication between the two groups.

Need accurate information in a timely manner. Many times we receive information or guidance after states have already built processes. Would like Ed to be more of a leadership organization helping states to develop processes that truly meet the requirements of legislation.

Not at all. I am very happy with their services. Thanks!

Provide more comprehensive program guidance more timely when conditions change rapidly.

Response times are very slow. Working with contractors has been challenging.

The data-collection system has become much more cumbersome and opaque. We must now enter data using two systems, and are not able to check the results of the EdFacts system before we 'verify' - an oxymoron at this time, as we can't check the programming results of the data that is entered.

Updated Guidance documents.

We have an excellent working relationship with the staff of OVAE. I cannot compare to other ED offices, but the level of professionalism and expertise of the staff is consistent and impressive.

CUSTOM QUESTIONS

Q9. What can OVAE do over the next year to meet your state's technical assistance and program improvement needs?

As a new director, I met with Virginia's liaison during the spring 2011 state director's meeting. He was most helpful in responding to questions about the accountability system, reporting performance data, general questions about the state plan. He provided links to specific resource information that have been most helpful.

Be available for questions unique to our state.

Continue to sponsor the Next Steps Working Group, and consider developing other similar task forces that support peer to peer assistance. These meetings have been very helpful in identifying issues that hadn't affected our state to date (but probably would), and listening to the high quality of discussion is useful.

I am satisfied with the services provided so far.

Increase integration of reporting requirements with ESEA.

Keep us informed of emerging criteria for Rigorous Programs of Study; if adjustments are in the works, states need to know as soon as possible to that guidance can be provided to programs and that they have time to adjust.

Model support in Title I office.

Offer technical assistance on Programs of Study.

OVAE is doing a good job of keeping states informed of issues and providing timely technical assistance.

Provide additional non-regulatory guidance in as many key areas as possible, including updating existing non-regulatory guidance as needed.

Provide more in-depth guidance with EDEN/EdFacts. Frankly reporting requirement have increased because of the mandate to report by LEA.

Take a look at the core indicators for the next round and make them relevant to results-based accountability. Elements that really tell the story; what matters in education.

Grant Recipient Agencies that are currently or previously engaged in risk mitigation activities with the RMS/MIT

CORE QUESTIONS

Q38. Please describe how ED can improve its service to you.

Generally service is responsive and excellent. However, there have been major delays in resolving some issues. The issues are thorny, and I am sure ED staff is working as fast as they can; nevertheless, the delays have caused problems.

I am a very happy user and partner.

Offer differentiated service delivery (e.g., training/technical assistance) for experienced personnel vs. new personnel. Many webinars, etc. are directed to the most inexperienced individuals and therefore are not helpful to those of us who are experienced.

Provide greater encouragement for risk-based management. Expand use of using DUNS numbers and preslugging data forms.

We, meaning both Ed and the CNMI PSS, need to figure out how to do video-conferencing but until we do the audio conference calls will suffice.

CUSTOM QUESTIONS

Q7. How has your understanding of internal controls and enterprise risk management increased as a result of working with members of the Department's Risk Management Service Management Improvement Team (RMS/MIT)?

As a result of our MIT partnership our state's systems are stronger, more efficient and transparent than ever before. We applaud very loudly when anyone mentions MIT/RSM.

Improved understanding and applicability of EDGAR rules and regulations as a result of interaction with RMS/MIT.

Incredible increase. Better understanding of fiscal internal controls and impact on program ability to be effective.

My understanding has increased through a variety of mechanisms including work with the RMS/MIT Team.

Quarterly interaction and biannual site visits have helped as we all work together to improve internal controls and decrease the element of risk in our operations.

Q8. Are there any instances where the RMS/MIT has NOT been helpful? If so, please explain.

At one time a few years ago there was one individual who was not helpful.

N/A.

No. (3)

Q10. What can the RMS/MIT do over the next year to help your State or LEAs/school districts improve its fiscal management and grants administration?

Continue to give us feedback and continue to share new ideas.

Continue to provide assistance in the development of risk-based monitoring strategies and continue to education USED program staff in the application of such strategies at the state and local level.

Continue what they are doing. RMS/MIT seems to have a big-picture perspective that is missing when auditors or program staff visit us--RMS/MIT seems to focus on what is important, not 'gotcha' compliance.

Develop online newsletter.

Get SAEs together that have High Risk sub-grantees for catharsis and sharing of things that worked and didn't work to move an LEA forward on the 12 step path to recovery.

Perhaps host a meeting in Hawaii with the insular areas to review best practices in grants administration and fiscal management.

21st Century Community Learning Centers

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I have been working with the Forum for Youth Investment to articulate suggestions for effective cross-systems and program collaboration through a memo to OMB this week. I have yet to see good cross-program or systems collaboration at the federal level, I'm sorry to say.

I the 21st CCLC has done a good job of bringing in Title I Department staff at some of the coordinator's meetings as well as discussing School Improvement, SES and some of the connections. I think there still needs to be more coordination Department wide so we really know how all the programs connect and can be leveraged but it is a start.

N/A. (2)

Staff usually bring in employees from other interagency departments to provide updates during meetings.

The program offers a lot of presentations on Title I at annual meetings, etc.

USDA and Service Learning inclusion in national 21st CCLC activities.

Working with Student Nutrition Bureau to increase the knowledge, skills and attitudes of the 21st CCLC directors and Food Service Directors in working more effectively and efficiently to serve their children.

Q20. Please describe how ED could better use technology to deliver its services.

A regular and ongoing communication such as 'Live meetings', Compressed video, or streaming meetings would provide timely and more consistent information than we are getting through e-mails, semi-annual face to face meetings and letters.

Communication could be more ongoing.

Every time ED makes a decision to modify PPICS, it requires a bunch of modifications with our data reporting system which in turn costs money. The webinars offered are extremely intermittent and hard to schedule in. The listserv works fine once you are on but when people from our team tried to register, they encountered technical difficulties.

I do not believe there has been one webinar hosted by USDE 21st CCLC program this past year. They put all their capacity building into onsite meetings which are too expensive, too far apart and not the only capacity building vehicle available these days. They need help in planning, developing and providing quality professional development.

Listsers is only 'use of technology' provided to date. Mid-year/quarterly phone conferences offered, but must be scheduled and often re-scheduled. Increased use of technology through webinars and video-conferencing for some meetings currently conducted as face-to-face (e.g., updating the 21st CCLC application) would enhance consistency in information shared by various program officers, focus efforts on national trends, and reduce use of resources (cost/time) that could be more effectively utilized for SEA support of local 21st CCLC programs. Needs to be specific support/resources developed and provided to new state directors.

Most meetings are held onsite. Perhaps quarterly conference webinars or calls to update us.

Move away from online documents and more towards educational webinars.

Provide conference calls or video-conferencing opportunities.

Providing technical assistance via webinars. Providing accessible resources on a website. Activating the Y4Y service (it's over 18 months past opening the site).

Regional conference calls - a National Conference Call gets too cumbersome.

Regional webinar SEA calls to allow for more timely discussion and review of critical issues relating to 21st CCLC. In New England, we have formed a formal consortia across NE state SEA's and it would be great to have this supported and augmented through periodic federal USDOE partner conference calls. In general, too much is saved for face-to-face meetings, which are expensive and often times not aligned with time-sensitive issues.

Technology is not necessarily the issue. Knowledge and timely response of ED staff to issues SEAs face is lacking. Whether through technology or not engaging knowledgeable staff is critical.

The list serve is an excellent tool, but conference call experience is poor & there is minimal use of webinars, podcasts, etc. Additionally, the Y4Y website once released will hopefully be resourceful but it has been years & many delays in the making!

Q23a. What reporting system do you use for reporting accountability data? (Other)

Cayen Afterschool 21.

LPA.

My section does not report accountability data.

PPICS. (21)

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] came out for a visit and gave us very good feedback regarding what was going well and what we needed to improve on.

[Name].

Always available to talk and address concerns even when they are busy.

An inquiry was made and promptly responded to.

As a new 21st CCLC State Coordinator, I have experienced no effort on the part of OESE to reach out to me with support. Questions are answered factually via email and that is it.

At one meeting, 21st CCLC staff provided a session with a general counsel representative to address requirements for suspension/termination of grants; information was clear, concise, and sequential.

Consultation with [Name], [Name], and [Name]. My state's program officer has been embarrassingly unprepared to answer any questions in a timely manner.

Have had none. Often phone calls and emails are not returned.

I have found [Name] to provide very timely responses that have been helpful.

I really haven't a positive, helpful interaction that has addressed our needs.

My best interactions in service supports comes through my specific grant officer in the 21st CCLC program, [Name].

N/A. (2)

None, I feel my contact is very poor, rude and un-professional. I feel this is representative from the top down. This was evident at the National 21st CCLC conference.

Our new program officer initiated a check in call to check on compliance with program requirements. This is the first and only such direct outreach from ED that I can recall receiving and I have been with the SEA since well before the assumption of this program from ED

Phone call information from [Name].

Program meetings are a big benefit for states. It is great to work with other states.

Program officer getting back to me quickly to provide guidance.

Response within 24 hours.

Staff is very responsive to questions. If a question comes across the list serve she usually responds within 24 hours. We had a unique situation where we needed specific information quickly and Department staff understood the need and responded quickly.

Submitted request for information regarding serving charter schools with 21st CCLC - received an immediate response from USDE.

Technical assistance provided during a federal monitoring visit.

The best customer service we experience is the accessibility and high level of support provided by our federal coordinator. If not available to take our call, he always responds within a day and he takes the time to understand and address our concerns or find the answer if he doesn't immediately have it.

The December 2010 state coordinator meeting where SC's were split into groups to network & discuss hot topic issues.

The director and acting director have been very responsive to questions and needs.

The only customer service experience has been at the SEA meetings. The meeting in December was very beneficial. We went through different aspects of specific requirements for 21st CCLC and were able to discuss it and find out if we were doing things the same as others.

When I asked my program officer a question she was very quick to get back to me...in the past it had taken a while.

Working with [Name] and others during our State Monitoring visit! All questions were answered quickly and concisely!

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] shows very little interest in state programs at meetings and is slow to respond to questions.

A request to program officer for a document was made several times before the document was received.

As mentioned in the past DOE staff was somewhat unresponsive to simple questions.

At one of the Coordinator meetings two Department staff were facilitating together. They would sometimes contradict each other and one appeared to be a bit aggressive in wanting to run the session - just thought her behavior was a little appropriate.

Can't think of one.

Delays in response to PPICs technical issues although staff was very helpful once reached.

During a monitoring visit I was frustrated by my program officer's lack of preparation. It appeared to be a waste of time and money for the visit. Having required subgrantee administrators and high level SEA staff involvement in federal monitoring meetings I ended up leading most of the discussion; which I don't think was the intended focus of the visit.

Each encounter with my contact person.

Getting multiple answers from the same staff members.

Going to meetings that really are not well developed to expand my KSAs.

I had some confusion over nonpublics and the guidance and a staff person was very difficult in answering my question. I am not sure she understood the topic to give me an accurate answer. I do not like to go to her for help.

In general support is good. The regulations questions needing clarity are slow in coming due to 'fuzzy' language, so this is not a service issues as much as it is a regulatory issue.

In trying to make deadlines - phone calls and emails were never returned.

Inconsistent information from staff regarding a TA practice.

My biggest complaint is that when I email or call, most of the time I never get a response back. I would guess that one out of every five attempts gets answered.

N/A.

None.

Not receiving pertinent information via the DOE's list serve system. Apparently my name was dropped from the service and it was a number of months before I realized I hadn't been getting e-mails from the administrating staff.

Not responsive to inquiry.

Participating in a meeting in dc that could have been done via telephone.

Phone call information from [Name].

Response 2 weeks later.

Submitted request for program information with regards to risk analysis as a result of findings from monitoring visit. Still waiting on this technical support and follow up/feedback.

The follow up to e above referenced SC meeting, which was held in April 2011. They tried to replicate the process from the December meetings, but the break out session topics were not helpful & staff was not as engaged.

The OEASE staff that we contacted to ask a specific question about ability to amend our budget and utilize funds in accord with the law was not responsive and when finally reached gave a vague answer that was not helpful to us.

The program officer is not always able to answer questions in a timely manner.

The state of various programs and legal issues. We have a multi-day seminar on this and by the time we return to our state, the info given is wrong and out-dated. They pretend not to know about changes and veil responses in 'that's a good question' rather than telling us the truth. They tried to have us revise something and then after they told us how to do it, their legal counsel had then switched the requirements. We spent two days on things that were no longer needed. So, more consulting with USDOE colleagues is necessary before telling the states things that aren't really true.

The worst customer service we have experienced during the past 12 months was the providing of conflicting information on federal monitoring visits to different states--practices that were commended in one state were flagged as problems in others.

We have had no consistency in program officers. It seems like we have a new person once or twice every year. Each one has had a very different way of keeping in touch/or not.

When SEA staff requested (in advance of state director meeting) for a few minutes to meet with assigned program officer during two-day meeting, SEA staff was informed there was no time for individual meetings. In general, responses provided to state-specific questions offer little additional information beyond 2003 guidance, i.e., no examples of best practice, no offer to confer with others at ED and propose suggestions; information provided often conflicted with language in statute/guidance or information provided previously.

Q38. Please describe how ED can improve its service to you.

1. Consistency in program officers and a clear picture of what is involved in the relationship. 2. Technology is great in many ways of sharing information - but hope they do not do away with all the face-to-face meetings. 3. The Summer Institute is a great way of networking and providing our grantees with good professional development. I am glad to see that the date and place for next summer is already determined. More information on keynoters earlier would be appreciated.

1. Organizing and scheduling more regular webinar/conference calls around specific issues and concerns expressed by the SEA's. 2. Ask OMB to share the list of collaborative, interagency coordination recommendations submitted from the Forum for Youth Investment in DC.

Again, hiring and training staff to interact with SEAs and subgrantees and empowering them to discuss the real issues.

At times we need clarity on grey areas that provide specific information related to what programs can and cannot do. Also we receive feedback from programs that sometimes appear as if we are not meeting the goals of ED. We would like to know if we are meeting or not meeting expectations on a quarterly or annual basis versus only finding out when monitored. Also provide technical support that can be modeled in what we should be doing as a program on best practices versus asking SEAs to develop their own.

Be more receptive to feedback from SC's and be more responsive to questions, services, etc. There never seems to be great organization or urgency to get much needed information out & the great majority of program staff seem disengaged & or not experienced or passionate about the 21cclc program.

By providing current relevant research on positive affects of 21st Century Community Learning Centers afterschool programs. I would like to see ED work more closely with allied organizations to assist in the states' administration of the 21st CCLC grants. This includes the Afterschool Alliance, the Finance Project, the National Afterschool Association, the After-School Corporation, the Afterschool Institute, the National Institute for Out-of-School Time, etc.

Continue to refine what is already in place. The coordinator meetings are very helpful and the information and how it is provided continue to get better and better. Updates by webinar and on website are also helpful. It would be really beneficial to receive updates about reauthorization and how this may affect 21st CCLC as well as other Department programs that we administer.

For 21st CCLC program: Provide written resources and FAQs to ensure accuracy of information provided and increase consistency of technical assistance. Develop/provide technical assistance/resources specific for new state program directors. Increase use of technology in providing technical assistance.

It would be helpful if there was a more specific agenda for meetings and to have input into that agenda. Perhaps a representative group of SEAs could help determine or have input into the agenda. It might also be helpful for ED to conduct a needs assessment. Our US ED rep appears to be completely disengaged from our state and its needs. I'm not really aware of any products that US ED has provided for us.

Make all staff accountable at ED to return phone calls and emails.

More accessible.

More relationship building. More information that is relevant to effective compliance oversight. More lighthouse models of states that are doing a good job monitoring their grantees. More lighthouse examples of states that have outstanding programs and what the state did to guide them. Flexibility is good but some standardization aligned to what is working nationally would be good.

Persons employed in positions that provide customer assistance should be polite and able to answer questions with correct information.

See previous comment.

Seek expert advice on how to showcase their 'products' and resources so as to be relevant and effective for their clients - us!

Simply and streamline the process for updating non-regulatory guidance.

Start with the basics - return phone calls and emails in a timely manner with an actual answer.

The individual outreach and desk audit that the new project officer initiated recently is the type of relationship ED should have with SEAs. Rather than maintaining a distance, there should be a true partnership formed and ED and SEAs should work as one.

We need an update on the non-regulatory guidance for 21st CCLC. Many changes have taken place. SEA staff has changed and so has guidance. We need an updated version. There are very few veterans working with the program and the expertise is limited. We need to have training as if we were new SEAs getting a grant so we are sure we are following the guidance.

CUSTOM QUESTIONS

Q3. Where and how did the technical assistance take place? Other please specify

OMB, Labor Under-Secretary.

SEA Meetings.

Q3. Where and how did the technical assistance take place? Monitoring Contract, please specify

[Name], [Name] & [Name].

LPA.

Unsure of contractor.

Q3. Where and how did the technical assistance take place? National association meeting, please specify

Federal monitoring contractor.

Maine Alliance on Afterschool, Forum for Youth Investment, Harvard's PEAR Program, DOE legal Counsel.

Summer Institute.

Q5. Please name the area(s) that the technical assistance or individualized support received helped you improve.

1. Working with our grant reviewers to add quality to our reviews. 2. The current sense that the support is there to help us improve. 3. I have appreciated the feeling at some of our meetings that we are considered part of their team and they want to work with us to make 21st CCLC the best it can be.

21st CCLC project officer from OEASE reached out to us at the SEA.

Clear, sensible guidance to help with my work with the field.

Compliance, Application Process, High Risk Process.

Development of Standard Operating Manual, Monitoring Tool and Request for Application revisions.

Do not know 21st CCLC.

General counsel presentation on termination of grants. Opportunity to network with other SEA directors in addition to events sponsored by the Mott Foundation, Afterschool Alliance, and other afterschool network partners.

Help preparing for a monitoring visit.

Information pertaining to getting ready for site visit.

Knowledge of the basic program.

Monitoring. (2)

More sharing of best practices regarding the mandated requirements.

Overall monitoring & state plan assistance.

Personnel.

Program Improvement received as part of and follow-up from federal monitoring of 21st CCLC.

SEA meetings are the only technical assistance we have received.

Statutory guidance.

Sub-grantee compliance issues.

Technical assistance during the SEA coordinators meetings in December and April.

Working with Ed specialists at meetings helps clarify questions. Being able to talk with other state coordinators is helpful. The state application forced us to look at current state operations.

You for youth, networking with other SEA Directors, national activities.

Q6. Describe any concerns about the quality of the technical assistance received by your program officer.

1. We have had [Name] a couple of times and he does an excellent job getting right back to us on questions. In many instances with all the others - after we did not hear back for a few weeks - we found out they were no longer there or had moved to some other responsibility. 2. The first review I had - I

heard nothing back - not even an email. The reviewers name was [Name] I believe. After about 2 months I wrote to ask if we were going to get any feedback and found that he had moved to India. 3. The delay in finding out about funding this year made awarding our grants in a timely manner very difficult.

General knowledge of program requirements and cross-cutting issues for state administration of federal programs. Willingness/ability to provide specific support/examples for program improvements related to best practice. Motivation to seek inputs/feedback from ED colleagues to provide responses to SEA needs.

I do not feel my program officer is knowledgeable so I do not go to her for help.

It would be very beneficial if new directors had a mentor assigned and an orientation meeting/workshop..

Lack of follow-up by PO.

Lack of knowledge.

Lack of Regulatory clarity specific to use of grant funds to support students with severe special needs within the 21st CCLC.

Lack of understanding of the program, hesitant to provide any information without consultation with legal, frequent referral to other 21st CCLC staff, lack of confidence in fulfilling the role of USDOE authority and support.

Meetings have too much 'down time'. US ED reps are disengaged. I've received one phone call from our rep. I was not given any notice about receiving or scheduling a relatively long phone call. She was obviously just going through the motions and was not interested in any interaction or concerns we may have.

My Program Officers have provided very timely and appropriately helpful technical assistance.

None - very helpful.

None. (3)

Our program officer is excellent!

Response not clear.

Some information was inconsistent, depending on the program officer providing the information.

The messages from ED program staff & contracted staff is not timely & often not always accurate.

The quality of TA from my program officer was outstanding.

Mathematics and Science Partnerships

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

A webinar format could be used to disseminate information rather than just a conference call format where those callers only hear the information.

Q23a. What reporting system do you use for reporting accountability data? (Other)

APR online report

APR web site. (2)

APR.

apr.ed-msp.

ED-MSP APR.

MAY.

MSP APR online system.

MSP APR.

MSP online Annual Performance Report.

MSP Site.

MSP website.

MSP.

MSP-APR.

On-line annual performance reporting system.

Portal for MSP.

Through MSP Portal.

Tttps://apr.ed-msp.net.

Web Based end of Year report.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] is consistently responsive and knowledgeable with any concerns I have with the MSP program.

Actually the technical assistance we receive for the program is from a contractor.

Always respond to my questions in a timely and thorough manner.

Any correspondence that I've had with [Name] has been an excellent experience. She is quick to return calls and emails.

Anytime a question is emailed, an immediate response is received. Very personable and knowledgeable.

As a new state coordinator last year, I came into our MSP project October 1st, and immediately began working with subgrantees and the APR. [Name] was extremely helpful, as was [Name], in answering questions and mentoring/coaching me through the process.

Conference Call for updates - opportunity to get current information is always useful.

Every interaction with our program officer has been excellent. We have had a change in program contacts recently; the new program contact is very responsive.

I have a lot of experience with grant programs, and the MSP in particular, and have not needed any real help in the past 12 months.

I have had several, but most recently I had a technical question regarding the allowable indirect cost rate. The ED staff responded within 3 days and gave me the EDGAR citation I needed and the layman's explanation.

I inquired about a possibility for focus of our next competitive grant cycle and received guidance within 48 hours.

Information on FFATA legislation.

June 15th Webinar clarified new FFATA reporting requirements and answered our questions.

MSP Help--people answer my questions in a timely manner and are extremely helpful.

N/A.

One of my science grants was accidentally 'partially submitted' the team helped me through the procedure to retrieve and resubmit from LEA to me at the state.

Question regarding a grant participant dropping out and how accountability will be handled and funding be distributed. They answered my question in a timely manner and were really clear on answers. I was impressed.

The Project Administrators attendance at our annual Learning Network Meeting to meet with project directors.

The Regional Conference was among the best customer service experiences. We received helpful and important information about different aspects regarding MSP. The conferences and workshops were very helpful and offered us the opportunity to interact and share ideas with other program coordinators and project directors.

The staff has worked very hard to provide us with guidance and support by providing information in timely manner. All emails and called are answered very quickly and provides clear answers to the challenging questions.

Very responsive to questions and providing access to information as needed.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Cannot think of a bad experience.

Have not had any bad experiences since I started working with this program in 2007.

I feel with change in staff consistent communication with states is critical. I would suggest a monthly communication with states rather than a periodic conference call might improve communication.

I have no worst customer service experience with this staff. They are excellent.

I haven't had a negative experience.

N/A. (2)

No bad experiences, but the Ed-MSP staff has diminished and naturally the attention to all of the elements of managing the program diminish with the staff. One or two people can only do so much.

No bad experiences.

none to report

None. (4)

Not being able to get a definitive answer about whether or not MSP would be funded for 2011-12. It was difficult for us to promote an RFP without knowing how much money we would have as of July 1 2011.

The webinar/conference call about the DUNS number and Transparency act. The information was not clearly presented. The information was that our subgrantees were encouraged, but not required to submit additional information.

Trying to schedule the informational web-cast. They tend to come with very little notice and a narrow window of dates to choose from.

We submitted a request for an extension for some funds that were about to lapse, it has been nearly seven months with no determination.

Q38. Please describe how ED can improve its service to you.

As I suggested previously, monthly communication with states would improve their service.

Continue developing technology to facilitate sharing information, networking, accountability and dissemination. Provide timely information about ESEA reauthorization.

Continue to be positive and provide technical assistance in a timely fashion.

Continue to be responsive and timely with information shared.

It seems as though there are too many different places to find information about MSP. I am still confused about the difference between US ED MSP and MSP.net MSP. We are expected to attend US ED MSP Conferences but not those advertised on MSP.net? There are links to regulations and the like, but it would be nice if there were a manual or document where we could find all the info in one place - deadlines, regulations, other links, state coordinators, etc.

Just keep up the good work; with limited staff, it's been amazing that as much is accomplished and communicated by the Office in DC. It's really been a pleasure to work with ED on the MSP program.

Keep on working the way they have worked so far.

Keeping states updated on upcoming initiatives and funding. Also 'what's working' across states would be very useful.

Make the Ed.gov site searchable by key word; it would save a great deal of time. Provide an email copy of the GAN to the named project director on the date the hard copy is mailed.

Provide more structured guidance on key program aspects. Currently there is a lot of ambiguity (and flexibility) about how to develop/manage a program at the State level. Also, it would be helpful (to me at least) to have more intense working sessions at the MSP meetings geared to State MSP Coordinators.

Several ED programs have non-regulatory guidance documents that explain how SEAs, LEAs, and IHEs can effectively and correctly use funds. To my knowledge, MSP does not have such a document but should.

The Department of Ed needs a serious alignment of its programs to promote coherence and effectiveness. The quality of GPRA measures across programs is grossly different across programs. What kind of technical support has Ed paid for to manage the progress of these programs? Even this survey is generic and mediocre quality for actually providing specific, purposeful feedback. The questions are poorly worded and the response categories are difficult to apply in some instances.

CUSTOM QUESTIONS

Q8. Do you have suggestions for improving the annual performance report process?

All of our suggestions in the past have resulted in positive changes!

Allow more information to carry over from one reporting year to the next.

Create or direct us to a document that lists all the deadlines for reporting and their specifics - a lot of the info is written under FAQs but maybe those answers should be added to a general document for our reference.

I think it is OK.

It is easy to bypass some items because of the way they show up on the screen. This needs to be fixed.

Linking ability to create comments without leaving the report and having to go back in and find your place after making comments/requests for necessary revisions would improve the system.

Measuring student progress, as defined in the GPRA measure, is problematic. It would be helpful if the measure could somehow be revised to reflect how student-level data is produced/collected in the field.

MSPTCK should be accessible after being entered.

Not at this time.

Suggest adding some rollover help buttons on the more technical questions. These buttons might also be alerts to common mistakes. Much of this is in the guidance document but it would be handy to have right at the point of reference in the report.

This is a relatively minor issue, but once our APR is submitted to ED, state coordinators receive no feedback. We've been told that if we're not contacted by Ed, we can assume it was received and correct, but it feedback on submitted APRs would be extremely reassuring. It would also be nice to have the opportunity to provide feedback to ED about our experiences, positive and negative, in using the online reporting system.

Q10. What can OESE do in the next year to support the states more effectively?

Increase frequency of conference calls for SCs.

Listen to the suggestions from the states. The coordinators are very concerned about the equity of distribution of funds to student in the changes proposed by this administration.

Monthly communication.

More time and coordination to connect state coordinators to understand what they can do to work with each other. More focused feedback base on analyses of state level data to guide states toward improvement.

My number one item would be working on the student progress/performance definitions to allow for collection and reporting of useful data - both for ED and for the State MSP programs.

Provide opportunities for states to share and collaborate regarding research-based programs and projects that increase teacher effectiveness and student academic achievement in science and math.

Provide proactive communication during the year.

Publish reports every year in timely manner.

Return the dedicated funding line for MSP. We have a strong program, with a STEM focus. Throwing funding into big pots dilutes program effectiveness.

Send out a document that aggregates the basic information needed to run the program, including deadlines and contacts and links, etc. This will come in handy when/if the program management changes. Maybe there is something similar, but I feel the general information is very fragmented in delivery.

There needs to be enough staff with expertise in various areas to do the job. This last year OESE was short of staff. They really needed an experienced person who knows the regulations well.

Try to keep this excellent Title II MSP Program which has been so significant for participant teachers and their students.

Striving Readers

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Webinars I've participated in have limited slots and may fill up. Participants often interfere with getting the information (they don't know how to mute, music plays over speakers when people put the phone on hold, etc.) I'd like webinars with webcams so we can see and interact with presenters more. Better/clearer archiving and access to sessions would also improve services.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has been consistently responsive and precise.

[Name] was very helpful and flexible when we needed to re-submit our Striving Readers budget.

Department officer provided assistance in ensuring the continuation of external evaluation services from original provider.

I asked a question that required a Senior Director's guidance and the field agent was able to respond within the hour.

In March 2011 DOE had project directors meet in Wash DC to share experiences and overview of the 5 year project. DOE staff met with Project Directors and evaluators to answer questions and share info from each site. DOE staff was very efficient and effective in their delivery and presentation. Very helpful and supportive of our work in the states.

In response to a COI question I had the OESE ED director responded quickly after compiling information and responses from a number of different departments in an effective and comprehensive manner.

My program officer listened to a concern I shared, had me submit it in writing, and worked on resolving the issue to better serve the needs of the schools I work with.

Technical assistance on statistical analyses has been exceptional.

The focus on the evaluation of the SR projects was the only ray of hope from the department.

The smooth transition between program managers.

The Striving Readers conference arranged by the program officers was very valuable.

Very heavily involved with TA provider and OESE in earlier years (much less so in last two when program officer retired). Still communication with TA provider and they were critical to the success of this grant in many ways, in support to 'back-up' with districts policy, guidelines, practices, etc. The TA provider services have been exceptional and have ensured the quality of the work.

Washington DC annual meetings.

Working with Striving Readers program officer and SRCL staff -- very responsive to our needs. Also, [Name] involvement and input on our literacy work.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Actually, I have not had any bad experiences with U.S. Department of Ed over the past 5 years. When I needed info or help DOE was very effective and efficient in helping me with my questions in a timely manner. I have been very pleased with the project and the support and clarification that DOE has provided for our project.

After a transition where the first project officer left IES and a new one joined, our regularly monthly scheduled calls were supposed to be continued. On the first scheduled call, the evaluators and the state grantee were ready and waiting on hold for the IES project officer to join the call and he never showed up. He did not respond to emails or calls about this. After this missed call, we received no notification of whether these calls were supposed to continue, and they never did.

Completing cross-site summary tables, especially in the first year when we had not known in advance about all of the data that would be needed and had to scramble to pull some of it together.

Does not apply. Minimal contact with new program officer but when there has been any needed she has been very responsive and takes care of things/needs/questions immediately (has been great, in final year now).

I don't see evidence that the DOE worked actively to save the Striving Readers 2009 funding. I think the funding was allowed to expire and was never planned for the 2010 appropriations.

I think it was frustrating for the Michigan team when we were told that our n size was too small, but we were one of the few states working with a 2-year reading program.

In May, I reached out to make an inquiry and the field agent did not return the call or the email.

Losing [Name] as program director: a true loss.

N/A.

Not having the opportunity of sharing work, findings and practices relevant to research grant with other grantees in last year of implementation.

Some confusion about the termination of our program by Congress and it's implications for grantees - inconsistent messages from different department leads about the implications and procedures for proceeding to complete the grant.

Staff turnover.

The Comprehensive Assistance Center.

There was no staff commitment to use FY10 Striving Reader Funds for supporting the SR cohort 2 projects for the remaining 2 years of those projects. Instead they supported the NEW comprehensive state literacy effort - which has NO track record of effort. With the FY10 \$ they could have done both! It was such a SHAM for ED to spend money on a TA meeting and tell the attendees to be Optimistic during the budget conversations. What a waste of \$ and false sense of support to hold such a meeting.

Q38. Please describe how ED can improve its service to you.

Consolidate the RELs and Comprehensive Centers -- ensure that they have quality staff.

Ensure continuation of services by supporting schools/and or states to ensure sustainability of practices and services after grant period is over.

Hire project officers who have enough experience in the field of education that they understand how schools and districts operate. Many project officers I have worked with have degrees in public policy or economics and are clueless about the viewpoints of school teachers and administrators.

I have been very pleased with DOE response to my questions and needs whether in phone call, via email or conference calls. Every question has been answered in a timely and professional manner. I feel the project director of our grant from DOE is very knowledgeable and pleasant to work with as the DOE director before her was as well. All DOE staff has been very helpful and supportive of the grantees needs and at the same time ensured implementation of the grant initiatives were accomplished properly. Visits to Washington DC with other project directors and meeting DOE staff was very helpful and needed. I have been very pleased with my work and experience with DOE over the past 5 years of the project. This past year has been excellent.

I would encourage ED to hold its grantees more accountable for implementation outcomes.

I'm generally satisfied although I think there is always areas that could be addressed to improve services and products.

Promote and support job-alike meetings.

Work to continue funding for adolescent programs.

Improving Teacher Quality State Grants
CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Alignment between the Title programs would be great! And any connection to special education would be even better. You should be able to find nice examples across state departments that are collaborating across these programs.

Need to know when other programs are having meetings so we can attend them sequentially.

Q20. Please describe how ED could better use technology to deliver its services.

Conference's should be available as a webinar or other recorded then download the presentations.

I am unaware of opportunities to access technology options listed in the survey. Email notices of upcoming events or opportunities would be very useful.

Our primary contact is through annual meetings, and there are no online resources for these except through the registration site and presentation documentation. We did get a CD of materials this year, but it would be nice to have some webinars, streaming video of meetings, or videos of critical presentations.

The more technical information could be delivered via a webinar, such as the information related to the GAN.

Webinars on a more regular basis to provide information and reminders. Maybe even conduct focus groups through some virtual means. It doesn't seem like ED really knows what is going on at the ground level -- except through monitoring. I'm not sure monitoring visits always provide ED with the most comprehensive look at innovative practice.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Email.

Email; dropbox; sharepoint.

G5.

Word document sent via e-mail.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] and [Name] are fantastic to work with. They respond promptly and if they need to ask for additional guidance (i.e. legal), they tell me when to expect an answer. I have had many questions this year and they were excellent to work with which was the opposite end of the spectrum with another OESE office I have worked with over the years. Some of my State colleagues are envious of the excellent customer service I receive in contrast to what they receive. It is a pleasure to work with [Name] and [Name] and I hope they get to read this comment!

[Name] and [Name] have been timely in their responses and have provided comprehensive support to the Title II department in my state.

[Name] answers each inquiry rapidly and effectively. She is an asset to the Department.

[Name] has been very helpful with explaining federal guidance on issues that are not quite so black and white. She has an amazing turn around time for response which makes the work move more quickly when answers are needed within the state.

[Name] has consistently provided prompt responses to questions I have asked. Each time, the answers have been clear and unambiguous, and they have supported me in my work with subrecipients.

[Name] helped me navigate a HOUSSE rubric use policy adjustment for the IDOE by providing needed information in a timely manner and supporting our work by providing 'heads up' communication.

[Name] is always responsive to my questions regarding Teacher Quality. She has a straightforward approach and really knows the program.

[Name] she is the Customer Service.

[Name] was extremely helpful in assisting the SEA in determining the larger than expected reduction in Title II funds.

As always, we kept well informed about program allocations and about funding changes.

Connecting SEAs with current research and models related to educator evaluation systems via conferences.

Direct response from program officer with timely, relevant, and accurate information.

DOE staff was able to respond to email in an effective manner.

Email discussion regarding use of Title II-A funds - new state law requiring specific class size - received very clear information regarding the necessary adjustment for that law and guarding against supplanting.

Every email asking for assistance has been answered on the same day or the next.

Face to face conference where staff was available for side discussions.

Feedback on high need definition.

Getting advice about proposed legislation.

I always get a quick response from the program officer to any questions that I ask.

I had a complex situation with a category of private special-purpose schools in Maine and the staff at the USED office spent a lot of time working with me and others at the DOE to provide guidance for us to develop regulations around equitable services.

I have not called upon anyone for TA in the past 12 months.

I have recently started as state coordinator. My best experience has been with the ED grant officer in offering orientation and making herself available, by responding quickly to my concerns for questions.

I really didn't have any.

N/A.

No contact.

No one incident comes to mind because Regional Consultant [Name] always provides outstanding customer service. Whenever I have contacted her, via phone or email, [Name] has consistently responded within 24 hours and sometimes, within 2-3 hours. Her responses to my queries are thorough and easy to understand. I usually email her, but the few times I've called, I've been pleasantly surprised that she is available to answer. When she is out of the office, her message is always clear about when she will return and who to contact in her absence if necessary. [Name] is a great resource!

OESE staff provided information about technical aspects of the program.

Our regional rep [Name] is the best federal manager we work with in terms of her responsiveness and follow up. The annual meeting put together by [Name] is very helpful. [Name] is always very responsive as well. It may take awhile to wrangle out a legal decision but they stay on it for us. Other managers we work with on federal grants from other units at USDOE can take weeks to respond or don't respond at all!

Prompt email replies to questions and concerns.

Prompt responses to questions, especially in regard to FFATA.

Quick responses on questions via phone. The program conferences are also helpful.

Quick turn around on email correspondence and questions. Provided additional information from guidance in a usable format.

Quickness of answers with good information.

Response and conference call to clarify a concern in understanding guidance.

Response to government shutdown.

Responsiveness from program specialists. [Name] and [Name] are exceedingly helpful and responsive.

SAHE Q&A session at end of Title II Part A annual meeting. Also, received excellent help via email from federal program officer [Name].

The DoE staff anticipates my need for information and provides that information in a proactive manner.

The finance office in my state kept asking about how the budget cuts might affect Title IIA and the LEAs. I emailed [Name] with my questions and within 24 hours she called me to answer them.

The staff has always been exceptional to work with--responsive, knowledgeable, reasonable... We feel fortunate that we have such strong staff to contact when we have questions or issues. (ITQ).

They are extremely responsive and provide clear guidance on next steps. If they do not have an immediate answer, they will at least provide a status update.

Timely and concise responses to our questions and concerns.

Title IIA meeting in DC, thanks to [Name] for being responsive to our questions and needs.

We don't have much direct interaction with the USDOE staff. However, my best interactions are timely responses to direct emails to [Name] with questions.

We have been developing a pilot for school wide consolidation. The USED staff has been very helpful in clarifying basic ground rules, struggling with detailed questions (together with us) and getting answers back to us in a timely fashion when possible.

When an LEA issue was brought to me concerning a vendor marketing his product stating that this was an allowable expense for Title II, Part A, [Name] turned to the legal advisor for a ruling. This was a quick process and I was able to get the information to LEAs before any had purchased the product with these funds. Our department has been reorganized several times and I have always been able to call and speak to a federal consultant when issues arise with the leadership.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

2010 conference was poor with ED staff purposely showing disdain for higher education which is the influence of the Secretary.

A program consultant (who is no longer there) wasn't very timely in getting back to me - don't remember the question. It was definitely not that bad of an experience.

Amount of time it took to respond to the email.

Contacting the Title I office with a specific question regarding the use of Title I funds as it relates to Title IIA and the Highly Qualified requirements. I never received a response from that office.

Haven't had a bad experience.

I can't think of a worst experience - all have been professional, knowledgeable, and helpful.

I didn't have any.

I have had no negative experience working with the DoE staff.

I have never had a bad experience, much less a 'worst' experience.

I haven't had a bad experience. Truly!

I haven't had a 'worst' experience.

I really have not had any bad experiences. I would like to have more training on what is on the web and how to access various information.

I wouldn't say that I've ever gotten bad customer service. Given the limited staff on my program, it difficult to get a lot of assistance.

N/A the Title II, Part A staff is exceptional! I wish you could clone them.

N/A. (11)

No contact.

None. (2)

None. ED's Title IIA staff is top notch. In the six years I have been working on Title II, I have never had any bad customer service experiences with ED Title IIA staff. They have always been incredibly helpful.

Not sharing the agenda prior to a meeting.

Nothing comes to mind.

Overall, the lack of revised HQT guidance on the web site is troublesome. Website has said 'Coming soon' since 2005. Also, the lack of written, updated guidance related to Section 2141(c)... law says 'making progress toward', but have been told that the official written revised guidance is not posted or able to be shared. Makes implementation with LEAs a bit difficult.

Received correspondence that 2010 grants were not subject to FFATA provisions. Unfortunately, I did not have any knowledge of the FFATA legislation.

Some issues are difficult to answer due to reauthorization status.

The demand to fly to DC for a fifteen minute meeting to share what we are doing with Equitable Distribution.

The guidance document contains some ambiguity that causes confusion.

The Title IIA Conference website wasn't updated so I thought the conference started at 8 on the first day and it really started at 9.

There was quite a delay in getting allocations this year.

Timeliness of getting decisions on the SIG grant application.

We had one question that was bounced around to various individuals and took a lot of follow up from me to get an answer to. I can't recall the content. Our interactions with the REL and their contractees (i.e. Westat) have been useful but our interactions with the NE Comprehensive Center have been less helpful.

Q38. Please describe how ED can improve its service to you.

1) Provide clear guidance and support to deal fairly with states/LEAs/schools due to the inaction of Congress to reauthorize ESEA in a timely manner. 2) PLEASE consider less reliance on competitive grants that reward states/LEAs that already have strong infrastructures and existing capacity to write/manage large grants. The frustration of trying to compete while dealing with budget cuts and overall capacity issues cannot be overstated. Small, non-urban localities are STRUGGLING mightily... While focus on urban issues is commendable, there are perhaps GREATER and even more formidable issues facing smaller LEAs; 3) Concern over 'arm-twisting' to adhere to 'reforms' that are not necessarily research-based... (Please note these comments are not directed at IIA program staff, but ED in general.

Emphasize help with LEA questions. They no longer offer 'nuts and bolts' help.

Find a crystal ball to predict the future! It would help if ED staff could relay impressions about how the political winds are blowing. They appear to be gagged under this Secretary.

Grant [Name] and [Name] lifetime job security and bring [Name] back to Title II. Seriously, their service has been absolutely outstanding, and I can't think of any suggestions for improvement.

I am very satisfied with the service ED provides. They are as understaffed as we are, and do a great job in spite of that.

I think it is important to state my experiences with the individual people at the ED are the reason I feel so positively about ED.

I wish you would have separated services and products. Services are outstanding; products are weak. I only rated services on the previous questions.

I would like quarterly or mid-year newsletter updates on federal policy and/or politics surrounding the program for which I am responsible at the SEA level (Title II, Part A). Perhaps that newsletter could include FAQs, highlight effective SEA programs, and/or list effective programmatic practices.

Improve notification of technology service options. Perhaps contact information has not been updated. I will follow up to see what I might be missing. Also, I did not answer some of the fiscal reporting and fiscal technical assistance questions on this survey because those duties are handled in a different office within the SEA.

Increase the identification of best/promising practices being used in other states taking into account the state context so that we can see a model working effectively in a similar state. Fund some projects that are based on common needs and that can be adopted at little or no additional cost in the state. Examples

might be a web based tool for monitoring LEAs, for implementing equitable services, for evaluating SES providers, for evaluating federally funded programs, etc.

Issue guidance that is more comprehensive and specific.

Make it easier to navigate the website.

More frequent communication.

No suggestions.

None.

Provide a list serve so that contact between the SEA's could help respond to questions or provide helpful resources for work being done in the field.

Provide more information on non-routine occurrences such as governmental shutdowns, re-authorizations, new programs, non-funded programs, etc.

Provide more specific, clear information on the research findings that drive the administration's policy decisions, including how the administration's rationale connects to the research. Present the information in a way that does not skew the research, but demonstrates why certain findings may carry more weight in policy decisions than other research results. This would provide SEAs with a rationale that can be understood more fully and communicated to the constituencies in the states.

Respond more quickly to requests and processes!

RFPs could be streamlined so they contain the critical information for proposers. Most organizations are now familiar with grants.gov and electronic submission systems and don't need all that instruction--that info could be included as a separate document so that it doesn't take up the first 50 pages of a call for proposals.

Unfortunately, the staff seems to be unable to discuss some issues of importance. That is not the fault of the staff.

Upgrade the web search area. It is nearly impossible to locate anything NCLB quickly.

Website is difficult to navigate and individuals are unable to connect to information needed due to internet explorer often unable to connect to particular pages within ed.gov site.

CUSTOM QUESTIONS

Q3. How would you describe your working relationship with ED's Title II, Part A grantees?

Characterized by competency and sincere interest in helping states do good work with these funds.

Collaborative and professional.

Collegial and empathetic.

Cordial and helpful when I need it. I always receive a timely response to emails.

Excellent! (2)

Excellent! I am overly satisfied with the availability, responsiveness, and overall support of [Name].

Excellent. (8)

Excellent. I think we have a great relationship.

Fantastic. Knowledgeable staff and very responsive.

Friendly, professional, personal.

Good experience every time.

Good working relationship. Responses to programmatic inquiries are always detailed, clear and concise.

Good. (2)

Good. I know that they take the work seriously and always try to work with states.

Good. We feel free to call them with questions. They have been helpful in most cases.

Great staff, good knowledgeable people. The relationship with our state has worked well to help us get our goals accomplished for increasing quality and effectiveness of teachers.

Great! (2)

Hard to know. They keep changing.

I am grateful for a collegial working relationship with Title II, Part A program staff.

I email her once or twice a year, usually inquiring about allocations.

I have worked with a few different program officers and all have been responsive, knowledgeable and helpful.

I would describe it as very good. The staff is very good at responding to any and all of our questions in a very timely manner.

It is O.K. it was better a couple of years ago.

Limited but good.

My working relationship is collegial and supportive. I trust them and feel very comfortable coming to them for information and advice.

Nonexistent.

Not very involved

OK - thanks to [Name]. We are always getting assigned a new staff person and [Name] seems to be our 'fall back'.

Our state's coordinator has an open and positive relationship with the Federal staff.

Positive and efficient.

Positive.

Respectful, knowledgeable, and professional. I am most grateful for their help.

See previous responses. Excellent.

Terrific! Even if they don't readily know the answers to questions asked, they get back very quickly!

The people at the Department are always professional and timely in the responses to questions I have.

Very good. (2)

Very helpful.

Very professional staff, knowledgeable and helpful.

Very professional.

Q5. What could the Department of Education do to improve the annual meeting for Title II, Part A grantees?

Add an expert to actually demonstrate excellent in professional development.

All indications seem to be that the SAHEs will not be involved after next year, so my comments will not be useful. One of the best things for me as a SAHE person was meeting with the.

Base the annual meeting on input from state coordinators regarding the needs of coordinators and state programs.

Build in more time for states to work together and share practices. Sitting in a dark, cold ballroom for two days gets tiring. The ED updates are important -- but please blend it with the state level networking.

Focus more on areas that are relevant to both K-12 and Higher Education, especially those that are financially impacted or those requiring future changes.

Focus on developing competence rather than delivering information. It's about professional development, yet the planning of the meeting doesn't seem to include any thought to adult learning or research based PD other than to deliver information we already know.

Have a keynote speaker.

Have coffee to start the meeting; maybe arranged by WestEd. The 2011 meeting should be a model for future ones; it included good combination of presentations and discussion sessions.

Have more for Part A Higher Ed portion.

Have sessions for SAHEs that would deal with their concerns during the regular meeting.

I always look forward to the Title II meeting to glean information from the Secretary of Education's office. However, this year, it was 'non-information'. Very disappointing.

I am not sure this is the best way to spend tax dollars, these conferences cost millions of dollars for information that could be delivered electronically.

I can't think of any improvement. It is well-organized, highly relevant to my work, and most helpful.

I really enjoy participating in the meeting; however, due to budget constraints and the time of year this meeting occurs, it is not possible to attend. I appreciate getting the follow up information by CD but would love to attend at a different time.

I was unable to attend this summer, and last year was my first annual meeting (which I enjoyed immensely as a newcomer still pulling the pieces together). I'm not sure I have enough experience to offer suggestions.

I was unable to travel to the meeting.

I would have liked one more day of TA which would include best practices and closeout planning and procedures. It was valuable to hear how some states directed their funding and I heard solutions that could help in our state but that was mostly during casual conversations while networking between sessions.

I would like to see the meeting centrally located in the US.

I'm part of the SAHE, and this is the first year that the SAHE was included in a meaningful way, rather than as an 'add-on.' I think continue with this effort.

Include the SEA staff in planning the topics/sessions for the annual meeting.

Including presentations by State project directors is a good idea as was done this year.

Information this year was not helpful.

Invest a half-hour at the beginning to use a community-builder activity that gets people out of their chairs to meet many state reps other than those at the table.

It's always been helpful.

Make sure the website is current and if you can't afford coffee and snacks, tell us ahead of time.

More 'Best/promising' practices.

More focus on SAHE success in achieving program objectives, especially SAHE support of K-12 initiatives.

More focus on state agencies for higher education.

More integration of the SAHEs experience and contribution on the presentations.

More interactivity within the meeting and less talking heads.

More relevant topics for SAHE participants and more sessions on program administration.

More time.

Need more P-20 alignment to see common issues that impact all.

No suggestions. (2)

Provide more concrete next steps regarding program information. Provide higher level USED Department staff that would speak to the discussions around NCLB flexibility states have been requesting lately, etc.

Provide more research findings that undergird the administration's policy decisions and explain why the research is viewed as both sufficient and valid for purposes of high stakes decisions. Also, provide simple amenities, such as coffee/tea and munchies during meetings.

Provide more time for Coordinators to share with each other.

Provide time for SEA's to meet together for discussion of problems/solutions or regional meetings
Change the location to a more central part of the Nation every other year Have a full 2 day agenda.
Provide the agenda and location information much earlier in order to get approval at State level. Have a broader variety of speakers-to include how IIA can collaborate with other federal programs

Provide updates related to expected policy changes that affect programs.

Stop having it in DC.

The general consensus is that we would like to hear about what other states are doing for professional development and new common core standards and provide the opportunity for interaction. For example: The break out sessions after the SAHE evaluation panel was the highlight of the conference for me. The small group meeting for new program directors is a plus. Having a printout of Title II resources and showing where to access them would be helpful. States require the agendas for out of state travel requests. Publishing a draft agenda prior to the final agenda for the annual meeting would allow directors to make appropriate travel requests in a timely manner.

There is no money to travel so it would be better to have a video conference. No matter how much they improve the meeting, it isn't helpful if one cannot attend.

They could provide meals and a courtesy table with refreshments. I would like to have the opportunity to interact with other states more. This past year there were working groups that met in Washington. These sessions were helpful to glean information as to what other states are doing and to provide a network where we can interact with one another.

This years meeting was somewhat disappointing. I felt that they were trying to find items just to fill the time. Most states already work with the RELs, and the 3 hours on SAHE was too much.

Typically it is very useful. The challenge they are facing, as are we, is the promise of reauthorization that continues to elude us.

Until reauthorization happens, the issue of programmatic relevance will be an area hard to address. Include topics such as common monitoring finds, FAQs, etc.

We SAHE always look forward to the Q & A at the end of the session. This year a session was included in the main workshop - presented by SAHE and this was very useful.

Well in advance of the meeting, survey state program directors for topics of critical concern and have a question and answer session that addresses their perceived significant issues.

Teacher Incentive Fund

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Expand use of video conferencing; establish chat rooms.

Often PowerPoint's cannot be printed prior to webinars. They do however make the webinars available so that you can listen/participate in them again.

Resolve problems with G5. Entire system is a mess.

The G-5 system can be used for performance reporting. The planning year (year 1 of cohort 3) recipients were required to provide hard copies of materials that could have been submitted through the G-5 system in an electronic form. The web conferences should have a tiered approach based on the needs of the grantees. Introductory level to advanced.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Ed.gov.

G5, FederalReporting.gov.

G5. (4)

State.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has been instrumental in providing support and recommendations to steer our program into the right direction with program management and in bringing our district out of non-compliant status. Her support was genuine and was for the interest of our program's direction and growth, and her concerns were always legitimate and grounded in grant guidelines and federal regulations. She followed up on issues and made strong and effective recommendations that helped our senior management to align their actions with that of our program. It is extremely important that federal grant officers provide support to program staff due to the lack of understanding from senior management of federal grant reporting requirements and relationships between federal grant officers and program staff. Oftentimes, program staff is viewed by the district as outsiders because of their reporting duties to federal grant officers. Therefore, having a grant officer who understands this dynamic is very helpful and much needed.

Contact was made with an ED representative regarding an issue with a contractor. The contractor was requiring actions that would have impeded the operations of the project. The Ed officer immediately corrected the problem.

Even though we work in a remote location, [Name] provided excellent customer service while she was at the Department of Education. Regardless of what our needs were, we knew we could count on her to provide accurate, timely responses to our questions or concerns.

Guidance for developing a communications strategy.

I really miss the G-5 reporting site. It was so much easier to use than the paper grant reports.

Placed a call to program officer and left a voicemail. Call was returned in less than one hour. Questions were posed and received a 'tentative yes.' Program officer had to check with supervisor who was on vacation. Will get back to me 'soon'.

Resolution of differences of opinion between the grantee and participating schools.

We asked our program officer specific questions about allowable items for funding under our grant. We received an email back with thoughtful questions the Dept needed to consider our question. We also were able to talk via phone to answer questions.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Contacted the ED officer identified on a memo regarding the annual conference several weeks ago. That officer has still yet to return my phone call.

Did not have a bad experience during the last 12 months.

Emailed multiple times to program officer and left multiple voicemail messages. Months went by with no reply. At annual grantee meeting, learned that this program officer had 'gone on medical leave.' Funny that no one from the dept. notified grantees of this fact nor of whom to deal with in the meantime.

N/A.

N/A.

Not getting a response to questions posed over and over again.

Submission of annual report - had to reenter information at the last minute due to a technical glitch and was timed out and not allowed to submit electronically.

Trying to register for the upcoming TIF meeting. It took several phone calls for me to get the conference booking completed. I had a District credit card that was about to expire. When I called back with the replacement card, the person who answered said that they couldn't help me. I needed to call a different number. That person was helpful, but it was confusing why I got two different answers using the first number.

We have not experienced a 'worst' experience.

Q38. Please describe how ED can improve its service to you.

Assess department staff on abilities to deal with constituents and use data to design interventions and training.

ED should have a stronger say HR staffing for TIF programs, especially if the programs are housed inside Human Resources or Human Capital, where staffing may be mismatched with the qualifications needed to complete the requirements set forth by ED.

I believe that improvement is needed in training all ED staff in consistency in providing services to grantees, which would include regular support and contact, accurate information, and timeliness in responses.

Make better use of technology. Improved responsiveness from the points of contacts outside of the assigned officer to the specific project. Improved timeliness of information requiring participation/action (dates/times/location/agenda of annual conference). Districts have strict deadlines on travel approval. Late information requires additional work and explanation to district officials.

Please be responsive to critical questions.

Program officers formerly were unresponsive for long periods of time. Now they are responsive but seem unprepared to give definitive answers...always need to check with someone else. This is inconvenient for grantees.

The online APR submission process is inefficient. I have to create everything in a word document, then cut & paste the pieces into the correct part of the report. My predecessor failed to create the word doc, so I basically had to retype the entire APR my first year on the job. It would be nice if the APR stored a grantee's previous answers, so one can build upon that content.

CUSTOM QUESTIONS

Q8. Do you have any suggestions for improving the e-application?

Be able to submit a document without the track changes showing on the report.

More appropriate timelines. The notice came out with a very quick turnaround time while we were also supposed to be at a conference for the other TIF grant. And I believe a report was due from the other TIF grant at that same time. I don't remember all the details only that it was uncoordinated and put districts into a tight squeeze on time.

No.

None, it worked very well--it is the reporting mechanism that is absent at the moment.

Q11. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.)

A place on the ED site where all TIF grantees' program details are posted and updated. It is confusing which TIF cohorts are involved in which initiatives; and knowing the duration, goals, and accomplishments of their programs would be very informative and educational.

Interactive webinars would be helpful.

Perhaps a continuing list of questions and answers regarding TIF. Make it on-going.

Specific information earlier on meetings and appropriate attendees at least 6 weeks prior to event. Also, the date and time of the annual conference conflicts with the opening day of school for the last 2 years.

The creation of like awardees communities such as having a community of awardees working with charters schools.

Q12. Please provide specific suggestions for how the TIF program can improve customer service.

Additional ED personnel could be as responsive as the program officer.

As mentioned before, program officers need to be prepared to give answers.

Continue to develop a tight working relationship with the provider of the G5 system.

It would be ideal if higher ranking officers from ED encourage district senior management to support programs that are about to end. Federally funded programs are difficult for districts to sustain and support - many program staff as well as program participants are left dissatisfied when the program comes to an end due to the lack of acknowledgement and recognition of the effort that was put into the pilot program. Hence, with the right encouragement from ED, senior management may engage in more positive end of program support.

Provide a base camp type communication forum so that we can connect with other like SEA's/LEA's to exchange best practice.

Recruit program staff in a more comprehensive manner to assure that they have the background to understand the realities of k-12 school management. Some TIF staff had very little background in this.

Using successful project directors more effectively.

**Smaller Learning Communities/Fund for the Improvement of Education
CORE QUESTIONS**

Q20. Please describe how ED could better use technology to deliver its services.

The grant reporting forms need to be easier to use - we lose a lot of data repeatedly.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Datawise, Eschool.

Edusoft.

Email. (4)

IPDCR/EMAPS. (2)

Not sure of the name.

Word docs.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] changed roles and had interim staff in transition until [Name] came on board. This time there was a seamless transition due to [Name]'s due diligence to provide information and updates on a regular basis. The contact, follow-up, rapport built between my organization and both [Name] and [Name] to date is highly professional, supportive and responsive to our needs in order meet the goals, objectives and outcomes of the grant.

[Name] has always been prompt and reliable in responding to our questions and concerns regarding our SLC grant. Her division provides excellent customer service on so many levels. I needed a response regarding an open invitation to participate in last January 2011; Best Practice Symposium for SLC, [Name] returned my call within 24 hours and followed it up with an email response. Brilliant!

[Name] has consistently worked cooperatively on this project. She responds quickly and courteously to EVERY email.

[Name] was fabulous.

[Name], Program Officer for the 2008 SLC Grant, has been extremely responsive and timely in providing answers to our questions and feedback on documents submitted to her office.

A new officer came on to handle our grant and she was immediately involved and took time to learn our grant and respond immediately to our questions.

Absolutely the best and most timely response to technical assistance needs in SLC APR submission.

All of my experiences have been exceptional. Staff is thorough and timely in their responses to questions.

All of my experiences with DOE staff have been excellent.

Always available to answer questions and always returns calls and emails promptly.

Always get back to me with answers to my email questions / telephone calls.

As you know, filing the annual report was, to say the least, challenging and problematic. Time after time my increasingly panicked phone calls to the USDOE program officer with whom I worked, [Name], were returned promptly and were encouraging and reassuring. The USDOE understood the problems we were encountering and we all muddled through the reporting process together.

Both [Name], our grant officer, and [Name], director, have been extremely helpful and supportive. I consider [Name] an advocate and essential resource for our school site.

During the time that we were completing the Annual Performance Report for Year 2 and the Interim Year 3, the USDE Program staff and the technical assistance providers were exceptionally patient and understanding even when they were unable to answer a question immediately.

Each and every time I have has a question or a concern; I have been able to contact someone in the OESE for help. In one instance the program officer helped me with our outside evaluator by sending me a very directive email (at my request) that I could use to help direct the appropriate report from the evaluator.

I asked our grant service officer a budget question and received a clear detailed answer in a timely fashion.

I can't recall any contact w tech assistance folks EXCEPT when I was working on the APR. Those folks tried to be helpful given the very difficult circumstances.

I have always had an immediate response to any questions or concerns regarding the actual grant as well as specific questions on various issue. The accountability/reporting (EDEN) has not been great, the data personal who answer are excellent, it is the system itself that goes down often.

I submitted three budget change requests in the last 12 months and received a response from ED within 24 hours each time. This is a vast improvement from prior years.

Immediate response via email questions when completing the annual report. A new reporting system was implemented and technical challenges were encountered. The lead program officer offered detailed email memos to clarify questions and provide directions to grantees as we worked through the issues. Her communications and directions were helpful, professional, detailed and designed specifically to assist us with the reporting process. She and her staff were obviously in close communications with the technical providers. Great example of leadership, collaboration, respect for grantees, and excellent communications to assist grantees to submit accurate and complete reports.

Lots of reminders of due dates, etc.

My best experience is anytime I receive a response from my Program Officer when I send an email.

My program director is always available and answers questions in a timely manner.

My Program Officer is very good about quickly responding to any questions I may have.

N/A. (2)

OESE customer service has been great over the past 4 years that I have had funded programs with the office. They return phone calls in a timely manner and provide relevant technical assistance.

Our district had questions regarding SLC 2010 funding and its implications. Our program officer was very quick to respond to email and phone inquiries.

Our federal project director for our SLC grant has always been extraordinarily supportive and responsive to our needs and questions. She responds to email within several hours, and is easy to reach by phone. We would not have had such a successful implementation without her constant guidance and support.

Our program director continues to be very supportive and helpful in working with us to meet our needs. [Name], our program director, works with me and keeps me informed on what I need to do. She was especially supportive during the annual reporting process. [Name] is a phenomenal leader of this program and is always quick to respond to the needs and questions that I have had over the years.

Our program manager, [Name], has been outstanding in her follow-up to all our calls and e-mails. If she herself does not have the answer, she will quickly get back to us with an answer.

Our program officer has been incredibly supportive and helpful throughout the process. All of the support has been the 'best.' This included informing us that we had lost years 3-5 based on cost cutting measures initiated in the House and ultimately agreed upon in the Senate and by the President.

Our program officer is excellent: knowledgeable, insightful, responsive - really good to work with.

Over two and a half years two different ED Program Officers have both been excellent.

Program manager has been very responsive to questions and concerns. [Name].

Program officer is very responsive and helpful with all of my questions and requests.

Quick and responsive to my questions.

Speaking to my program manager on the phone and building a relationship with her.

Supportive responses with repeated guidance from my Program Officer.

Talking with project manager on phone and the October TA conference.

The content and service that took place at the annual meeting in October and the Thematic Seminar in January were of the highest quality. I learned a lot and the experience of my team was excellent.

The help desk when trying to submit our annual performance review - with the new system that was very non-user friendly at times. They were very helpful and responsive to my needs.

The only problem I had was when my original Project Director was replaced. I was not notified and became concerned when I did not get a response from him. However, when I did get in touch with someone, she was very helpful and gave me all the information I needed. Since then, I have always been able to contact someone very quickly.

The patience of and the assistance provided by the Program Team Lead, Angela Hernandez Marshall during the closing of Cohort 5.

The patience of our director is amazing. She takes the time to help us understand what needs to be done and to make sure we know how to get it done. She has been extremely helpful.

The program officer I work with is ALWAYS available for assistance and guidance. I have had many instances in which the guidance with project design to budget issues have been dealt with quickly and efficiently by this individual.

The program officer we have worked with this year has been regularly available by phone and established a clear guideline for reporting.

The response time to questions and how accessible via e-mail or phone.

The SLC staff is responsive both by phone and email with appropriate information and technical assistance.

The Smaller Learning Communities Project Directors' Conference in Fall 2011 was invaluable in providing relevant information and tools to support my leadership in implementing the program in my district.

There was a Program Officer change in the middle of this grant cycle. The 'hand-off' was smooth, effortless and it was evident that the SLC Program Officers (outgoing and current) spent time together and knew the objectives of our grant. The SLC webinars have been outstanding and are concise, well-prepared and addressed relevant questions and concerns that awardees have.

They were all very responsive when I was having issue putting the data into the system. The program had way too many bugs and kinks (multiple rows, incorrect school information, data that did not populate correctly, etc.) That caused major headaches for the team. I was on a first name basis with the

This is the first time that I worked directly with a federal grant. The experience far surpassed my experiences with New York State Education Department. I have to say that all of my experiences with the U.S. Dept. of Ed. were equally satisfying. My program director, [Name] as well as the technical assistance folks has been extremely helpful.

We had a quick response from [Name] with good technical feedback when submitting an amendment to grant personnel and funding.

We had difficulties during our second webinar and our problems were quickly rectified.

We had very prompt response from our program officer in our process to complete our performance report and any other questions. Everyone we deal with at the Dept. of Ed has been most helpful. Webinar on completing annual report.

When submitting the online reports, there were a few glitches, which can be expected since this was the 1st time submitting online. I had to contact support several times. They were awesome. They were very helpful and knowledgeable, and if they didn't have the answer, they were great about finding the answer and calling me back in a timely manner. You were also very flexible on the timeline! Thank you!

Working with [Name] has been very successful. He is knowledgeable and cordial in communications.

Working with [Name] to work through the budget amendment processes has been the bat experience. She is responsive and her expertise has been invaluable.

Working with staff members regarding the implementation issues that happened in Feb and March this spring: exceptional assistance, response, and patience given the number of techno-bugaboos that kept cropping up. Very personable, helpful, understanding.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

A new vendor was used for the Annual Reports and it was just horrific! However, the ED staff was quick to respond and resolve issues.

An exasperating experience with submitting the annual progress report. ED staff was as frustrated as the grantees. They remained professional but the repetitive submissions became very time consuming. Having to submit in multiple formats became very cumbersome. Continuous change of due dates caused distress.

Don't have one.

Getting the reporting system to work correctly.

Glitches with electronic reporting system.

Honestly, I can't think of any USDOE staff member who has been less than helpful.

I do not have an example of a bad or unpleasant customer service experience.

I have never experienced a negative customer service experience with the Department of Education.

I have not had a worst case with regard to OESE.

I really haven't had a bad experience during my first 12 months.

I was never able to successfully enter all of the information required by the ED within the on-line (EDEN) system. As a tech savvy person, this was an extremely frustrating experience - I cannot even imagine what techno-phobes were going through. Also, I was never able to reconcile my numbers with the pre-slugged numbers that were supposedly up-loaded from our state student record system. For instance, at a school with a population of 1900 students, the pre-slugged numbers reflected a student total of less than 100 students. Despite countless conference calls with tech support, in the end, no good numbers were ever reported.

Initially, we had difficulty getting assistance with the web tool required to report our goals and objectives. Although, the person assisting us was very clear, she did not take the time to find out we were not even in the system yet or at least properly.

My only frustration over the past three years has been the annual report last March which had issues. This was not the ED department fault, but the company that was managing the report formats. However, the state department stepped in and created quick solutions to the problems for us.

My worst experience is that I often don't hear back from my Program Officer in a timely manner, if at all.

N/A. (12)

N/A. The worst was with technical support during the completion of the final performance report & APRs for 2010.

N/A; cannot recall anything worth mentioning.

No negative experience.

None to report. The professionalism and educational leadership exhibited by the USDOE staff for the SLC initiative was wonderful. These funds made a significant difference in our participating high schools (5 total in our district). We were sad to see the emphasis on high school reform withdrawn through the new authorization.

None. (2)

Nothing to say here - except a lost email or two.

Past experience with non-response to emails left unanswered questions.

Submitted interim report to wrong person (person sending the emails, not my director).

The APR reporting system was a fiasco. Communication from ED staff and the contractor was late, inaccurate, and inadequate. I have never had more trouble submitting data in my career.

The APR website was a bear to navigate.

The EDEN submission was a disaster. The document had wrong formulas and CS was unable to rectify, leaving many very frustrated with the experience.

The EDEN system.

The electronic annual report format did not work for me. The help desk never got back to me before the deadline for the report. I sent an e-copy directly to my DOEd case worker instead.

the EMAPS: EDFacts metadata and Process System- data entry-- February and March 2011-- Although I came to be on a first name basis with tech support (Lynn and Rob) from edfacts- who were always very cordial and patient, the following were barriers to complete reports in a timely manner as intended: 1. data input processing time lagged 2. Data lost in upload due to server error 3. Numerous glitches in system as data was uploaded then retrieved next day- data was not accurate 4. Turnaround of service requests pending were over days not hours a ticket number was given and then the follow up was not always noted as error fixed. 5. Report ended up being sent in parts via EdFacts and others emailed.

The numerous bugs and tickets that I had to open to try and complete the report. Issues would take a week or more to be fixed.

The online system for reporting the APR data, and to a lesser degree the associated tech support, is a textbook example of how not to design and implement a software solution. It was clear that they had not looked at too many of the previous year's reports in their design, and it was completely problematic in our case.

The only difficult customer service experience related to submission of the annual performance report in March. Although the Ed staff was responsive, the contractor responsible for data collections and technology was lacking. I struggled to get accurate data submitted due to the technical issues.

The SLCP Year 2 and Mid-Year 3 data collection system did not work. The USDOE should use excel, word, or other program to collect this info, I spent a lot of time to try to make system work.

The technology use was very poor but the customer service in response to the problem was good.

The worst experience over the past 12 month did not deal directly with my program officer, but rather with the online annual performance report (APR) system which was implemented for the first time. The understanding of the program officer and the effective communication by the entire USDoE helped to make a bad situation bearable.

There was a period of time at the beginning of the school year when we didn't know who our case manager was and weren't sure that we were transitioning. It was very hard to get responses to a couple of simple questions.

There were no negative experiences. However, I am curious why there does not seem to be a regional organization supported by ED that works with SLC grantees in California.

There were none!

This past year the APR website was terrible - no fault of the Program Officer.

Use of the EDEN system to file our annual performance review report during Spring of 2011 was dreadful. The system was often down and its directions unclear.

Using the IPDCR/EMAPS web tool for the annual report and also having erroneous emails sent to me and my superintendent stating that my reports had not been submitted.

We have never had a bad experience with the Dept. of Education staff, however, the contracted (tech staff) have not always had control of the system conversions - this was a nightmare!

We have not had any problems with any staff members. There were some technical difficulties in the new reporting system but we were kept well informed of those issues and helped through the process. We are confident those technical issues have been resolved.

Working through the submission of the annual reports was frustrating, but When we did find a 'real' person, the customer service was always excellent.

Working with the EMAPS technical support system. Group was slow to respond to technical issues.

Q38. Please describe how ED can improve its service to you.

[Name] is great.

1. Continue: The personalization of support via phone calls, email contacts has been a critical support for grantees. 2. When grants are under scrutiny of funding cuts or short falls of - provide a formalized support of i.e.: a letter of communication to project director (similar to the award NOGA) that can be grantee schools and districts of which can serve as information sharing in the event funding does not continue into the next award period. 3. Continue forums to increase the networking of grantees that share similar lessons learned and challenges 4. Continue Thematic planning meetings - use of specifically service providers that create products has been exceptional this year vs. years in past.

Additional technical meetings where SLC grantees can share with one another. More examples of and success stories from grantees meeting goals and objectives. Monthly teleconference, interactive webinars.

Be very careful when selecting a firm for our electronic annual reports. Have them field test their service before awarding the contract.

Creating a more user friendly and integrated reporting process and/or online system.

Ed staff can listen more to individual grantee issues and adjust recommendations accordingly.

I have no suggestions to improve service; I have found the staff to be responsive in answering my questions and the materials of high quality. The APR process was my only struggle and I am confident that ED staff will address the situation that occurred in March with submission of the reports.

I think it is me who needs to improve in responding to ED services.

I think it would be of great help to receive a response from the Program Officer whenever an email is sent with an inquiry. As this is the only way the PO accepts correspondence, it is necessary to get a response to any and all inquiries. As I rarely send any emails, when I do, I am definitely in need of guidance and her assistance.

I understand that the cost of regional conferences for SLC project directors and key district administrators were costly but they were very effective in two important ways. First, they were an excellent way to showcase effective practice at work and to help people develop personal connections with schools engaged in like work. Second, they provided an important opportunity for district leaders to really get a handle on the national work of high schools to create rigorous, relevant schools with strong student/teacher relationships. Face time between district leaders and USDOE staff really helped empower change at the district level.

I wish they would allow the Program Officer to visit the site so there could be some 'real world' examples to discuss.

If there was a way to receive notices about other grants that might fit our current program needs it would be helpful as we continue to look for funds to sustain our programs.

Improve the APR tool to include more ease of use.

Improve the IPDRC/EMAPS web tool so that submission of the annual report can be accomplished without major problems and delays.

Keep asking for feedback, collaborate, and be open to reach improvement.

Last year we switched to a new reporting system and it was good in theory but very challenging in the first time through. That electronic platform needs to be easier to use. Better communication and consistency from our case manager.

More communication and feedback.

My single complaint is the ever changing on-line APR system. In the four years I have administered this federal grant, the APR system has changed three times. I am a huge proponent of on-line reporting, and hope that the bugs can be worked out of the system.

N/A. (2)

Nothing at this time.

Please work on your use of technology to submit annual performance review data. The reports themselves are difficult to compile and to write. Submission should not be a problem.

Replace the EDEN submission system with a user friendly and correct process/tool.

Somehow differentiating the service to grantees: in some programs, like ours, we have had a very stable group of leaders and project director/administrators within the district and school. However, often at conferences or meetings due to the amount of turnover in administrators, project directors etc it seems as though quite a few SLC grantees are at early stages or at the beginning of a learning curve. Somehow having a group of second/third tier folks in terms of implementations status would be helpful so a more circumspect professional development/SLC advancement conversation could be had and shared.

The majority of information that I learn about the ED comes from the annual project director's meeting which I think is just terrific. There is awesome networking, presentations and sharing. I am energized from those 1 1/2 days in DC. However, during the course of the rest of the year, I have very little, if any, interaction w the ED except when it comes to budgetary items (paperwork, etc). I'm not saying that is necessarily bad or that I'm dissatisfied. If I really needed help or assistance I would seek it.

CUSTOM QUESTIONS

Q14. The SLC program is planning the areas in which it will focus its technical assistance efforts. Please share your suggestions on technical assistance topics that would be most helpful in implementing and/or managing your project.

1) College-readiness: e.g., [Name]. 2) Further develop the information and data programs used by Chicago Public Schools and how to use (and develop/compile) that kind data within local systems and schools. 3) College Knowledge--building community support and expectations. 4) Parental engagement on the necessary achievement of students: how to development an acceptance of shared, cooperative responsibilities b/t schools and families.

1. Common Planning Time--More CPT specific publications and templates, etc. 2. Intensive Intervention--Specific strategies from service provider's grantees that implemented successful practices with fidelity to increase student success. 3. Survey data collection (student, parent, staff, community) 4. Dual-credit innovative program implementation.

A list serve for all project directors would be very helpful for dealing with challenges. Maintaining teacher support for the SLC is a challenge when purity cannot be achieved. Motivating teachers to participate in PD. parent participation. Applying for other sources of funding.

All of the above. As a cohort moving into the final year of federal funding, I am also hoping for a TA session based on how to continue the work beyond the life of the grant. Also, how to end the implementation correctly re: final reporting.

Because we are starting the fourth year, I am looking for funds to sustain our programs. Also, common core standards will be a challenge to our school in the next 2-3 years in regard to aligning curriculum and training teachers especially in math areas.

Building administrative support for continuity of effort especially with turnover of administrators.

Clearly identify data indicators to address overall mission of the grant in regard to student achievement, achievement gap for subgroups, graduation rate, college-going rate; provide tools to communicate this to the field to make better informed decision.

Collecting valid and reliable post-secondary collegiate data.

Common Planning Time; Building Leadership Capacity with Principals and Assistant Principals; Reviewing the Role of the Program Director; Providing Protocols.

Continued help in implementing collaborative planning particularly in the area of - time in the Master Schedule of the school. This is needed for sustainability in this area.

Detailing the format that will be required in completing any and all reports.

Developing and implementing local Early Warning Systems. Developing and implementing effective Tier III RTI interventions for high school students. Developing and implementing innovative programs for over age and under credited students.

Finding comprehensive postsecondary data. Identifying, tracking, and ensuring the success of ALL students.

Give suggestions on tracking grant activities that is consistent.

How to help teachers understand that through relationships they can help a high school student achieve more school success. How a leadership team can celebrate success and be honest with shortcomings. Keeping and building strong relationships with the practitioner at the school level - promotes buy in and school improvement.

I manage the work of spearheading all data dissemination regarding our students post-secondary placement. The National College Clearing House is extremely instrumental in providing me with data that is consistent with my own Student Exit Surveys. As Project Director, I work in collaborations with the Senior Guidance Counselor to insure that I know where at least 90% of our graduate's career/college options.

I really appreciate the research and successful models that I can use in the implementation of my SLC program. It's also great to be able to say 'who' is using it, like 'Chicago Public Schools.' I could use support with changing to flexible scheduling, which I foresee as a monumental challenge for a large high school. With 4 SLCs. Do you stick with one school-wide student management system and database or break it into 4?

I would like to have an on-site, face to face meeting with my Program Manager.

I'd like more information on the G5 system.

It would be great to have a governmental clearing house to track post-graduates.

Models of SLC structures that have shown academic results. How to implement school wide as opposed to pockets. How to maintain teacher teams through budget and personnel cuts. How to locate graduates not represented in National Student Clearinghouse.

N/A.

Nationwide and regional data related to postsecondary education trends and employment would be helpful. We have made effective use of PSE data here at Casa, and continue to make strides forward. Understanding how our PSE data compares to other schools in California and throughout the US might be valuable.

Other sources of funding to support SLC program design.

Provide models of good objectives. Provide samples of how other SLCs have handled issues and solved problems (etc. scheduling, adjusting goals, changes in personnel).

Provide opportunities for grantees in same region to meet and discuss successes and challenges.

Sustainability is an issue. We are also interested in whole school career academies. Too frequently we hear about academies that are housed within a school where only a small fraction of students are 'allowed' to attend. My school is wall-to-wall academies. The challenges are immense. We want to have meaningful experiences for all of our students not just some. So I want to hear about how administrators have successfully created wall-to-wall academies and demonstrate/describe how the academies are a different experience from their school experience before academies. Also, I want to hear more about what folks are doing about their hardest to reach kids ... how are we engaging them? This is a technical question, but I would like to know about a possible one year extension so that I can extend the life of my grant from 5 yr to 6yr. We are managing our grant in a very fiscally responsible way and are trying to extend the grant.

Sustainability planning.

The use of data and how it ties to the national initiatives would be very helpful. A chart with the SLC data requirements and an analysis of how the data is used to direct educational reform would help me explain the teachers and administrators yet another reason why we are undertaking this work.

There is not a good way to gather information about which colleges or universities our high school graduates are actually attending. The only information that we are able to get about the students is where they intend to go to college. It would be helpful if there was a good way to actually track the students.

This would be an excellent topic to address at the next project director meeting. A webinar that would be available to our school leaders and the team who is working on this would be very helpful as well. We could use the most assistance in using the data once we have it in our instructional decision making.

Understanding how various SLC schools deal with the conflict of having AVID and CTE in the same building for equal access to both. We are finding difficulty with AVID students accessing CTE and vice versa. An overarching topic is scheduling with various needs of students and maintaining the continuity of care for students to be scheduled w/in an SLC.

We continue to be challenged in our efforts to both develop and create a master schedule for an effective advisory program. Our district has embraced prof learning communities (PLCs) so our faculty is expected to access/analyze data more effectively to impact instruction. Any assistance there would be helpful too. As our state moves toward a system whereby credit will be earned only through competencies (not Carnegie unit/seat time), we are writing measurable competencies and developing assessments for those competencies which we believe are likely to be centered on activities/strategies that bring students to Depth of Knowledge/DOK4 or Quadrant D (relevance (ICLE)). We are balancing this with the obvious need to provide test taking strategies that will help students do well on state

tests/SATs, etc. So, any information competencies, formative/summative assessment would be useful too.

While the presentations have been excellent, we continue to pilot the best means of obtaining postsecondary data at our school. The inconsistencies of this data are incredible! In addition, K-16 data bases are being built in our state so we continue to receive state data (two years behind) as well as work with our postsecondary institutions.

Working collaboratively with middle schools to ensure a seamless 6-10 articulation.

Payments for Federal Property (Section 8002)

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Pre plan webinars and send out directions on what web address to use for each grant/program and clear directions on use and tracking/reporting.

Probably doing all it can, but not always easy.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Impact Aid Fax & Electronic.

N/A.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has been very responsive. Our school has not received funding for applications submitted for the last two years and he has worked with our school and our county assessor to recalculate the information. However, [Name] cannot tell us when we can expect funds or how much our allocation will be.

[Name]. Whenever I have had to call the department for assistance, the staff has always been able to resolve my issues. In particular, [Name] has been very knowledgeable and helpful in assisting me.

A concise, cut and dry answer, no we do not qualify for 8002 funding.

Always quick to help reset something that it needed immediately.

Clarification on documents required to be submitted to USED. Staff was patient, clear and concise when answering questions.

Everyone I have talked with has been helpful.

Excellent e-mails and training opportunities related to section 8002.

Had problem logging into EDEN. Individual helping me was very courteous, friendly and understanding of my issue.

Have not had any customer service experiences.

I wish I had gotten names, but, I am not the most knowledgeable about the computer, so they are continually helping me with the computer. Remembering my passwords are another problem that I have and they are there for me.

Instant response.

My school is in California and I had never seen an Impact Aid grant. I am the 4th administrator in as many years. We only have 88 students. The ladies walked me through it, kept me on the deadline and reminded me at the 11th hour. It was grueling but they were very supportive. I have not heard back so I assume all is well.

N/A.

None. (2)

Nothing in particular.

Technical assistance in completing an accurate application.

Technical help with submission of application.

We are applying for IMPACT 8002 and the explanations and help have been invaluable.

We had to talk to a representative who seemed to try to understand our local situation - a couple of years ago the representatives who came to Nebraska to audit us had no concept of how the 8002 land really existed. They kept comparing us to Dallas, TX, which was frustrating...we are a small rural location!!!

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Don't have one.

Getting thru to talk to someone.

Have not had a bad experience.

I have never had a bad experience with staff. My problem with the US Dept of Ed is who is accountable to whom and who is required to report what to whom!!! The school district is responsible to file all impact aid information; however the school is at the mercy of the individual county assessor's offices when it comes to getting the volumes of information required by the US dept of Ed for completing the Impact information. The only penalty is on the school district, not the county assessors. I would like to see the US Dept of ED work directly with the county assessors when it comes to recovering the volumes of information from them. Don't use the school as a middle man for delivery of information, with the current level of technology, develop pages where the county assessors can directly enter their information in and place deadlines and penalties on the assessors, not the school district. Rather than the assessors offices gathering the information, organizing the information in a readable fashion, just simply have them enter their information directly!!!!

Information that is confusing. Talking to different people you get different information. No two are the same. Different interpretations of the new laws. Having to leave messages with no calls back for days.

It is just hard to get through sometimes if you need a quick answer.

My experiences with the staff and the systems have all been good. Just waiting reauthorization has been the tough part.

N/A. (3)

None. (4)

payments to our district are three years behind and it is impossible to budget the expected revenues because the amounts change so much.

Requests for information from USDE difficult to comply with as they vary from day to day.

Same as above.

The biggest problem that I have encountered has been people I need are out of office and I need them yesterday, so, I panic.

We do not qualify for additional funds.

Q38. Please describe how ED can improve its service to you.

As it applies to 8002, LEA boundaries cross or end at county lines but the Federal land does not. It is difficult at time to get a precise measurement on acres partially in the LEA boundary when crossing given county lines. Devise a way to simplify calculations on acreage.

Be patient with people at the local district end who are new or inexperienced with programs. Even those of us with experience need guidance with new rules and regulations and understanding the federal 'lingo'.

Better clarification of requests.

Consistently and appropriately following the regs and not interpreting the regs to suit their own agendas.

Faster response and improve on the wait time to talk to someone.

I have never had a bad experience with staff. My problem with the US Dept of Ed is who is accountable to whom and who is required to report what to whom!!! The school district is responsible to file all impact aid information; however the school is at the mercy of the individual county assessor's offices when it comes to getting the volumes of information required by the US dept of Ed for completing the Impact information. The only penalty is on the school district, not the county assessors. I would like to see the US Dept of ED work directly with the county assessors when it comes to recovering the volumes of information from them. Don't use the school as a middle man for delivery of information, with the current level of technology; develop pages where the county assessors can directly enter their information in and place deadlines and penalties on the assessors, not the school district. Rather than the assessor's offices gathering the information, organizing the information in a readable fashion, just simply have them enter their information directly! The Bureaucracy is why too deep and crazy. The paper reduction act what passed, except for documents that have a special government created code. Why make rules if you are going to write other rules that allow you to violate the original rule. Again, the overall Bureaucracy has completely spun out of control. Originally the Bureaucracy was created for accountability, but the bureaucracy has grown to the point that trying to prove accountability is impossible. We need to streamline processes and make it simple so that accountability can be achieved at a glance. Also, the NCLB act is crazy. Schools have to report so much information that when the information is received, the receiver has no idea that what they received is correct, and then the school struggles with the state reporting, and the state struggles with the federal reporting required of the state. In many instances, you never get to the bottom line of true reporting because the bureaucracy has become so big and complicated, that no one knows exactly what is expected, everyone is confused. The best solution is to dissolve the federal department of education and if the feds when to give the states some money do it without all the strings.

I would like to know when the Impact Aid funds are distributed. I think we received funds lately from the 2009 grant. Timeliness in today's lack of educational monies would be highly appreciated.

It's more of a legislative issue than and ED issue. Bureaucracy has gotten so incredibly large and complex no one knows what the other is doing and all we get in the field is 'we are waiting on...'
Streamline the process and fulfill the responsibility of the programs. If a district does not meet a deadline tell them sorry and go forward so payments can be made to other districts that have submitted timely reports and need the money to operate their districts.

Keep up the good work. I have found that any question that I have, other people have and they make me feel more confident than I am as I talk to them.

Make payments to LEA's more timely requiring all districts to submit the required information in a realistic timeframe with specific penalties for non-compliance.

My only problem was being able to get in touch with someone during the review process. I had to leave numerous messages. It was a review process where I was absolutely lost.

Once an application has been received and approved, a notice should be sent to the school acknowledging the amount of the award and stating a reasonable time period of when to expect funds.

CUSTOM QUESTIONS

Q8a. Please explain.

Poorly organized - more pre planning seems to be needed so clearer information can be expressed.

Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

A nice memo stating that all is well with the grant.

I am pleased.

I submitted a request to find out how much we were going to be allocated and did not receive a response. Also, we received a payment voucher, but have never received payment.

I submitted info for my 2009 review. The info was lost and I had to resubmit it; however, no one informed me it was missing until I called to ask when I would receive payment. I submitted all of the required documentation for the 2010, 2011 and 2012 reviews but have not yet received any info on the status of these.

I would have to visit with someone in person to discuss this process.

I would like to receive vouchers which I requested but never received.

Impact Aid personnel have been excellent, their hands are tied!

N/A.

No one will let you know if your application is correct or if it needs to be corrected. Each District needs to be contacted and led thru the revisions in person or be told that District application is OK.

Once an application has been received and approved, a notice should be sent to the school acknowledging the amount of the award and stating a reasonable time period of when to expect funds.

Periodic status update via e-mail.

Reauthorization updates.

System now is OK.

The application process seems very thorough. It was the review process that was unclear and difficult.

There seems to be a lot of confusion now between our local assessor and OIA. Communication will continue. Would like to see payments in timelier manner.

Payments for Federally Connected Children (Section 8003)

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

N/A.

Reports that include discussion topics and solutions, as well as 'next steps.' Ongoing reports to LEA and tribes.

Q20. Please describe how ED could better use technology to deliver its services.

I have signed up for two webinars that had problems and could not even be held.

The ED staff has generally been very effective at using technology to effectively deliver services to my LEA. There is one ED employee who does not allow LEAs to use modern technology to respond to concerns. As a result we have had to FAX enormous files to ED rather than send the PDF file to her. This is not a cost effective way to communicate, and wastes time and money in the process. Please bring the remainder of ED employees into the 21st century as soon as possible.

When doing workshops don't have people call in on their phones to listen to what they are seeing on the computer.

When we are able to login to the web based training it is good information. Unfortunately, the call in phone numbers has been incorrect and by the time we can get on the webcast it is well into the broadcast. Using technology that allows one to go directly to a webcast instead of dialing in on a phone would be an improvement.

Q23a. What reporting system do you use for reporting accountability data? (Other)

ARRA Reptg, G5.

Don't know name of it.

E REPORTING.

E-Grants (G5).

Egrants. (4)

Egrants.ed.gov.

G5.

NYSED Data Warehouse.

PEIMS.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] and [Name] are the Oklahoma program officers and both are excellent. They take care of questions very quickly and accurately.

A woman named [Name] provided more information to me regarding non-eligible items. She was very friendly and helpful.

All have been good.

All my experiences have been pleasant.

Always courteous and responsive to my questions. Delight to work with the staff.

Consideration of early payment of Impact Aid while under CR. [Name] is a top notch professional who handles these requests well for us. I applaud her service and dedication.

Contacts regarding completion of the application usually provide answers in a short timeframe that we can use to complete the application.

Detailed answers to questions.

Due to the high percentage of impaction we ask and usually receive our allocation early.

Emailed questions are typically answered within the next day, but sometimes even within hours.

Fine.

Funding and release of money is great. Have problems with basic reports and getting registered because of 'special' problems we have on the reservation. I have had to ask for the supervisor in most instances to get the information submitted.

Have been rather anonymous.

Help with ARRA reporting.

I always enjoy speaking with staff at US-DOE. They are very courteous and helpful. In particular over the past ten years [Name] truly goes the extra mile to figure out a situation or offer assistance.

I called to find out why my password wasn't allowing me to log-in, they helped me immediately and accurately.

I have always been very pleased with the Impact Aid's office responding to phone calls and/or emails regarding payment of funds. Also very pleasant and knowledgeable staff.

I have always had good customer service. They may be busy at times but they always get back to me.

I haven't had any problems.

I requested via e-mail an early payment of Impact Aid due to cash flow issues here in our School District. The USDOE staff was prompt in processing our request.

I work closely with [Name] in the Impact Aid Office and he is always willing to do anything he can to assist me in the research and coordination of impact aid payments for our school division. He assisted me several times during the past fiscal year with payment coordination.

Immediate response on the AYP sanctions.

Most of this work is done via automated email so not much interaction.

N/A. (2)

None, just successful.

On-line training.

Over the past 12 months I have worked closely with [Name] and [Name] on Title VII issues and they have been exceptional in their professional knowledge and level of service.

Perkin's Grant information workshops and one on one phone calls.

Program officers [Name] and [Name] are very helpful.

Promptness in responding.

Resolution of issues back to 2006-7 with [Name].

Responses to questions were answered in a timely manner.

Supportive and informative on a variety of issues regarding the grant. If an answer could not be given during contact, one would be provided within 48 hours.

The great reminders of submitting the reports, the timely response when I was confused on how to fill out the form.

The response to my questions or issues has been immediate.

This is my first year in this position, and my first year applying for Impact Aid. I called several times with questions on the application process as well as programmatic concerns. I spoke several times with [Name] over the course of this first year. She was always quick to call back, answered my questions in a frank and helpful manner, and volunteered additional information on the topic at hand in order to help me beyond my immediate questions. She made me feel we were on the same team with the same goal of accurately and efficiently applying for and implementing a quality program for our students.

This service came from our specialist and his supervisor. As soon as they found out I had an issue w/ one of their other office employees they were very quick to help our school out and get us to someone else to work with.

Title VII Indian Education provided me with a template and examples of how our LEA can propose changes to the program objectives.

We appreciated the assistance provided by [Name] when we were having our local audit and questions arose regarding accounting for 8003 b Impact Aid funds for special needs children.

Working with auditors to verify information. [Name] was very friendly and suggested a different form for tracking.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Automated system pushed me to various voice mails, which were not answered for several weeks.

Can't remember a bad one.

Difficult to get a hold of people. Sometimes cannot get a clear answer on an issue.

First contact tells me it can't work and the supervisors have been able to get the work done.

Getting an answer when leaving messages.

Haven't had any.

I did not receive a call back on an issue I discussed.

I have faxed paperwork in that has been lost twice. The third time was the charm; I just don't think it should have taken that long.

I haven't had any problems.

I never received a response to an email question that was sent.

I really haven't had a bad experience.

I spent a considerable amount of time, effort, and money trying to meet the ever-changing demands of one program auditor. Her heart was in the right place, but she often confused my LEA with a different type of institution entirely. The resulting confusion and impossible-to-meet demands left my District funding in a state of prolonged uncertainty as we struggled with ways to legally satisfy this one employee's needs. I am now afraid of my next audit --- not because of any programmatic deficiency, but because of this one employee's difficulty understanding the correct legal status of my LEA and her continually changing requirements placed upon us.

It took me forever to get information on how the census effects categorical programs

N/A. (3)

No notification of appeal. Change of construction manager without notification. Lack of clarity on Table 9. No one answering phones or immediate response on messages. Always a change in rules/law.

No notification of loss of Heavy Impact Aid. Lack of timely response when trying to address the issue.

None just successful.

None. (9)

On a personal level, having to wait 9 months for payment for services rendered as a contractor was simply unacceptable.

Overall, I have very positive experiences with all of the impact aid staff. The communication and processing of Table 9 could be improved.

Slow release of our Impact Aid entitlement.

The format for the reporting was not easy to understand and to make changes was very difficult.

The lady who was in charge of site-reviews in the first part of the year. Not a good overall experience with her at all-in fact it was so bad our school requested to be removed from her list of schools.

The only frustration is with our US-DOE staff representative as I find the response time takes either too many days or I have to do extra follow-up...or I go to the next level.

The response to voice messages can be slow at times.

The webinar on impact Aid was terrible. The individual was reading off the paper and in a monotone.

Title VII Indian Education representative to our LEA was uncooperative and rude. This individual would not listen to my concerns and did not seem to want to assist me.

Trying to establish a DUNS.

Webinars 'assume' the viewer knows more than they do (especially for those new to the programs).

Q38. Please describe how ED can improve its service to you.

Any communication from ED when a district does not qualify for Heavy Impact Aid. This should be a requirement. We received no formal, written communication and as a result are in and disastrous situation budget wise for our school district.

By clearer communication and more timely responses. We've already seen some improvements! Keep them coming!

Continue to excel and provide the best service.

Currently the password on Impact Aid applications expires periodically, and since we submit several applications for the schools we work with, this creates a great deal of extra work when the passwords expire.

ED can improve its service to us by notifying us of Impact Aid payments before the payment arrives at the county treasurer's office with no indication of which school it belongs to. This includes sending emails that have attachments that can be opened without multiple requests to re-send.

Faster support--instead of waiting on line for so long or waiting for a call back.

First need to understand that they are there to serve not dictate. Until that is clear and comes across loud and clear it will always remain a huge gap.

More webinars (prior to the change) would be helpful when major changes are occurring (move to G5).

N/A. (2)

No suggestions.

Payment for services rendered took nine months. The contract which employed us was, apparently, improperly let and then crossed fiscal year lines. It took raising this to the director of ED's contracting office to get it moved, and then it took two more months to get paid. The whole project was less than \$10,000, but you walked all over experts in the field willing to help you out for a small amount of compensation...willing because it is the right thing to do, not because we get paid. Enough said on this.

Service is already very high with most employees. Please ensure ALL customer contact employees know their job and are able to give clear, correct, and unchanging information to LEAs so we can quickly respond to any demands placed upon us.

The department changes the interpretation of the regs to suit their own purposes. Consistency in the interpretations and following the regs appropriately would be appreciated.

The Director or supervisor intervened and produced what I requested. The director also reported that he/she spoke to the technical support staff member regarding the concern. I believe it was resolved. After the issue was addressed, the interaction between me and the staff member improved.

The federal government has 5 years to pay out any given fiscal year impact aid application revenues. I would like to see that time frame shortened when possible.

The web meetings have been very helpful-continue to do that.

The Webinar concept is great, but some people are better at presenting than others.

We work with several School Districts in Oklahoma in the area of Impact Aid. We have received this survey on behalf of 13 of our clients. Please replicate the responses given in this survey 12 more times.

CUSTOM QUESTIONS

Q9. Please explain

There were technical difficulties with the webinar, which interrupted a very involved process of explanation.

Q12. Please explain

I did not have any major problems, I only checked 'no' so I could tell someone how extremely helpful program analyst [Name] was. She was wonderful and I hope her supervisor(s) will see this.

I was told that my application was missing some details regarding our Indian Policies and Procedures from a prior year. Our IPP had never changed since we first joined the Impact Aid Program, yet it was now suddenly deficient one year after this particular application was submitted to ED. When I asked what was missing I was told that she couldn't tell me, but I had to fix what was missing before funding would be released. I spent the next few weeks guessing what was needed to correct the deficiency.

I would like to see a little more detail in what is expected in the review. I did learn through the review that we are not allowed to have two students on the same Impact Aid survey which is something that I did not know. We have had a parent include two children (siblings) on the same survey which I now know is not acceptable.

My district did not receive a written notice of the monitoring/field review. A phone call was received a week before the field visit indicating that our district would be monitored. Then, the monitoring on-site visit was cancelled. Perhaps a certified letter should be sent verifying receipt of the official letter regarding a field review. While we welcome a field review, sufficient time and specific explanations as to what preparations are needed should be made available.

Native American review, staff had to call several times to get clarity. We submitted that on April 7, 2011 and still have not had any contact with ED.

Need specific detail on what they want.

The letter asked for the wrong year. After I gathered all of the information I was contacted explaining their error and I needed to gather the information for the year requested.

They forgot to notify us that the audit was postponed and then they sent us a notice for the next school year rather than the year of the review.

Q14. Please explain.

Did not have a review but there was not a no answer choice,

Didn't get a response - had to contact them.

I didn't have a review.

I don't recall getting anything stating that what we submitted was what they needed; we just didn't get any other correspondence.

I had to call in to find out.

I have not heard back on the status of the review which was sent off three months ago.

I have not received any response.

I'm not sure if our LEA received a comprehensive report from the last review.

No review in process.

Promised response times were ignored. Responses were only forthcoming after repeatedly contacting ED via phone and ultimately in person.

Review done in Sept. letter back in Jan. right before the new app was due. Horrible response.

Submitted in April 2011 still no answer.

The review was rescheduled to the next school year.

This is a yes/no answer. I was verbally told the outcome, but someone forgot to send us the letter for our files until many months later and only after I questioned why we didn't get one.

Was not monitored.

We had 2 reviews this year. We also had a lot of e-mail issues in our district. I haven't heard back from either review regarding our outcome.

We were audited in June and have not received notification of status of audit. It is now August 9th.

We were not on the list for review.

Q17. Please provide any additional specific suggestions for how the Impact Aid program can improve customer service.

Again, you are there to serve school districts not dictate.

Communicate.

Continue sending out information on new developments. It would be nice to have trainings within the state of AZ based on Impact Aid Program recipients.

Continue webinars.

Easier access to phone numbers would be helpful.

Email is the fastest, and [Name] if right there for us. I use the email contact regularly.

Have more people like [Name] and [Name].

It just took a long time to resolve the issue (2 1/2 years) we had which put us way behind in our audits and cost us a lot in auditor follow up.

It would be nice to have a written letter on the audit within 30 days.

More detailed communication- need to what they need from our school. Be specific. Communication more timely.

Most of ED's employees are top-notch and know their job. Most are results-oriented customer service people and provide a high level of useful information. Please ensure the rest of ED's staff are fully trained and understand the damage they can do through their own ignorance, indecision, and failure to follow through in a timely manner.

N/A.

No suggestions. They seem to be doing just fine.

Reply to emails. Help us brainstorm ways to get tribal councils to return required paperwork.

Return emails and calls within the '24 hour' promise by new director. Although, that is likely not always doable, even within the week makes a huge difference.

The staff at the impact aid department is always very helpful and professional.

The staff that is assigned to our state could be more timely in their response to questions sent via email. Or offer some kind of auto response to explain if they are out of office.

Very pleased with customer service at the Impact Aid office.

Indian Education Formula Grants to Local Education Agencies

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

With Indian Education, we have not experienced collaboration across programs or offices.

Working with Title I programs to ensure that services are provided to students in need of help so that services are not duplicated.

Q20. Please describe how ED could better use technology to deliver its services.

Last year we were given a cut off date for our student count but that was changed to a later date. I entered my student count early but received more forms by the cut off date (one that was signed and dated on the cut off date) but the computer would not allow me to use that new cut off date as my end date for my count period and I was told by a technician that the problem was that the new date had not been changed in the computer so I was unable to add that final form for my count. This was frustrating to

work hard to get forms and then not be able to count them because of an error that took place on the technology end.

Q23a. What reporting system do you use for reporting accountability data? (Other)

State system.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has been very helpful in providing assistance with regards to the application process. He provided answers and guidance on the application process.

[Name] offered prompt and accurate assistance to our tribal entity. [Name] offered prompt and courteous service to me during a telephone inquiry. [Name] has offered quick and helpful information via e-mail.

[Name] responded to my question quickly and in a friendly manner.

Anytime I phone with any questions, the staff is very helpful.

Colleague answered my question regarding draw down of funds for the contact person who was on vacation. I didn't have to wait for an answer.

Email to let me know how much money is left in our budget, and other reminders, very helpful.

Feedback on confusion with award letter with previous year award letter.

Got the question answered in about 2 minutes.

I always have any questions answered promptly.

I have had questions that were promptly answered.

I received assistance in applying for grant from the technical assistance service. They have always been very helpful and considerate in their responses.

Immediate response to emails.

It was a revision. I had submitted the wrong form and the staff member was very quick in getting me the correct form and the step by step procedure to complete the revision.

I've always received excellent assistance from the individuals I've called with questions.

N/A. (4)

New to federal programs--have no experience.

No experience.

Received e-mails regarding status of expenditures. Received timely responses of program approval.

Receiving assistance when we were unable to log into the program.

Technical Workshop assistance at the National Indian Education Conference was very helpful.

The technical support provided by the EDEN portal is excellent. In addition, staff has been very responsive when assistance has been requested regarding budget questions, amendments, etc.

Working with [Name] in regard to the online application assistance process. He does a wonderful job and makes the application process a pleasure.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I had none. I know how busy the office of OIE is and I try to be patient in light of the numbers of schools that each associate has.

I have not had any bad experiences with customer service.

[Name] can be harsh and demanding. He often forgets that many employees in school districts currently wear more than one hat because of all of the cut backs because of funding. Then when he does not get what he wants on his terms, he then results in threats. This is very unprofessional.

N/A. (8)

No bad experiences.

None thus far!

None. (4)

Not being able to use the cut off date for our count period because of a computer error (when the date was moved from our original date the change had not been made in the program to accept the new date).

The worst customer service experiences I have received have been this year; within the last couple of months. I received multiple messages that our grant application was not complete. After I responded and made the changes, I was then sent messages that there was another error. It was frustrating that messages were sent out piecemeal; instead, all corrections should be placed in one correspondence so that the changes can be made. Also, during the webinars regarding submitting the on-line grant application, nothing was stated as to the protocol required when making changes to the application. Then, trying to get in touch with someone to find out the correct procedure took several phone calls, emails and days to talk to the correct contact person. Every year prior went smoothly; why was this year so different and so frustrating?

Time lapse on a particular inquiry about a forecasted grant.

Q38. Please describe how ED can improve its service to you.

Continue to be responsive and timely on the inquiries for assistance made.

I am satisfied with the service I have received from ED.

I remember the old hard copies (3) that had to be submitted by the deadline. The new system and email beats the old system hands down. Presently for me it's perfect.

I think everything is getting better all the time. The easy of doing applications, etc. online is so much clearer than the old paper way of doing things. And I am not a technical person. Help is just a call away and I have never been made to feel dumb by any question I may have asked. Keep up the good work!

Increase the amount of grant \$.

Keep working to improve the technology.

N/A.

Provide regional trainings on effective instructional practices with Native American students.

Provide webinars to grantees on updates in the field of Indian Education; such as examples of best practices, success stories based on data and evidence of student improvement, schools to watch, etc. Increase positive contact with individual clients and not just when the grant applications are incorrectly done or there is a question on the grant. Updated and easy to access homepage with current and important information to assist educators. Improve communication through use of technology. Perhaps a monthly e-newsletter with critical information regarding Indian Education. We used to have at least one visit every other year from an OIE regional staff representative. We have lost the connection between our state and OIE. If face-to-face meetings are cost prohibitive, we could at least see them through webinar, adobe connect, etc.

Revise FAQ's to include some additional guidance for 506 forms. Add technical assistance workshop just for this issue.

Services from Indian Education has been minimal especially compared to other programs and services. Other programs are amazing and very supportive of solid research as well as best practices. They also provide quality support in a very quick response to questions.

To many regulations that require additional staffing to apply for, implement, monitor, and report.

Very pleased with the way it is.

When someone is new to the ED process, it would be nice to provide them with someone to contact directly to help them 'learn the ropes'. Furthermore, it would be nice to see them get some kind of welcome call from the person they will be working with during the process of applying for grants, etc. for the first time.

CUSTOM QUESTIONS

Q12. If you have been monitored, please comment on the effectiveness of the federal monitoring process in such areas as providing guidance and/or improving program quality.

Helpful to have information and discussion in person with expert..

Monitoring process provided some guidance on how to improve the services for American Indian children in our district. The guidance provided was right on target.

N/A. (3)

The monitoring process was very effective in providing guidance and improving program quality.

When we were monitored the staff member was very helpful. Pointed out things that needed to be corrected without hammering us for the mistakes. Also gave better ways to do our work. The staff was all stressed out before the visit but there was no need for the anticipated stress. The monitor told us to just relax and that she was here to help us.

Q13. What can OIE do over the next year to better meet your school district's technical assistance and program improvement needs?

Continue the lines of communication available to date.

Continue to offer technical assistance workshops in connection with National Indian Education Association Convention, and go to the California Conference on American Indian Education.

I do not see any improvements that need to be made at this time.

I really like the program the way it is. Its very user friendly.

If we knew what other programs were doing that would be helpful. OIE could create a list of what other programs are doing to meet the needs of Indian students. Sometimes we do the same things over and over again out of convenience and also because we do not know what is possible.

Keep in mind that most of the staff that works in the programs is off for the summer and when information is sent out or requested during the summer that is not a time frame that is easy to respond when you are away. I am able to check my email from home but I can only access the most recent emails from the last couple of days. If I'm away from home on vacation and can't check my email for a few days, I sometimes don't see ones that came through during that time frame.

N/A.

Nothing different... OIE has exceeded expectations of the program.

Provide training at the local state level, not just at the National NIEA Conference.

Respond to questions quicker. Notify the school districts earlier of when the grants will be open to apply and make sure everyone is informed when their grant is accepted.

See comments from previous answer.

The grant application does not allow flexibility nor does it support local needs to have appropriate strategies described in the application to meet the identified needs with only check boxes. In trying to make it easy, it takes away the depth of the grant process.

The present services are fine.

High School Equivalency Program (HEP) - Migrant Education

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Listserve works well. Could utilize 'go-to-meeting' type formats more often, as well as keep relevant articles and PowerPoint presentations on a website for downloading. Could improve their EMAPS system (online reporting database).

Once the information has gone out to all list servers, I believe that the assigned Ed officer should make it more personnel and contact all his assigned grantees so as to confirm if the information that went out is clear by his grantees.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Banner.

E.

EMAPS. (15)

IMAP.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has always been helpful with the information I have needed.

[Name] has been very helpful in pinpointing material resources within her office in order for our HEP program to provide proper data.

[Name] is excellent in returning phone calls or emails. She is very knowledgeable of the policies/procedures and if there is doubt, she'll find out the answer correctly before giving it to me. She always follows up though and is very clear & precise.

[Name] provided the support necessary to our needs in a timely matter and with proper backup documentation.

[Name] was very good about returning phones messages and working with me via telephone. Her phone courtesy was great.

Attending our HEP/CAMP meetings throughout the year, which we would meet with our Program officers and OME staff. These meetings were extremely helpful, especially as a first year program.

Call with [Name].

Communication of new administrative guidelines resulting from changes to Higher Education Reauthorization.

Group leader was very responsive in helping address a problem.

I am very happy with their customer service because every time I call OME someone is always available to answer my questions.

I have to commend [Name] for her graceful and tireless attention to dealing with our reporting issues with the EMAPS system. I know she did her best to respond to us in a timely manner.

I would have to say that the technical assistance from an individual regarding my password helped me get my job done quicker than having to be emailing back and forth regarding this issue i had in trying to document my data .

My best experience has been with our new program director. He is timely in responses and takes time to walk through a needed process with our program.

N/A.

OME staff has responded to concerns in a timely manner. We have found OME staff to be helpful and well meaning in their efforts to provide technical assistance.

OME staff is always willing and able to answer all questions.

OME staff recently listened to directors concerns regarding policy issues - rather than the textbook interruption of policy.

Program officer ([Name]) assisted in getting GAR to the university in time to meet fiscal year end deadlines.

Program officer proactively letting us know she has been assigned as our new Program Officer and provided topics she can help us with.

Program officer support and understanding of challenges. Help with emaps, lots of patience offered during a critical time.

Program officers [Name] and [Name] were wonderful and gave immediate response to questions. Current program officer [Name] gets right back to me as well.

Project officer replies to questions immediately and provides supportive information for grant success.

Request on budget line-item to meet program objectives. Assigned officer was well informed and provided feedback and eventual approval.

Responsiveness of my program officer.

Sent revised budget to [Name], e-mailed him regarding results. He answered within minutes.

The Migrant Education staff assisted my institution in the process of changing project directors for a grant. The OME staff walked us through the process and was supportive in answering all the questions during the process.

Upon submitting the annual performance report online and encountering difficulties, I e-mailed ED staff who responded promptly with clear instructions on what to do next. ED staff was understanding and resolved the issue as well as provided an opportunity to submit data in a different format for verification purposes.

We received a prompt response from our program officer.

When dealing with issues regarding reporting system, EMAPS. The program officer who had just been assigned to my program was extremely helpful and knowledgeable. She was also very helpful with questions regarding other program issues and was prompt in her responses. We are very pleased with our new HEP program officer.

When reporting my end of the year, [Name] was very nice and always answered my questions in a 24 hours window and did everything she could to help me with the technical difficulties that I was facing.

Working with [Name] to submit the APR, where she resolved numerous glitches in the systems.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] is a great person (on a personable level and when presenting she's wonderful), however, I'm not sure if with the demands of the job, she's been over worked and stressed that doesn't get back to me in a timely manner and I've had to repeat several times information to her.

At this time, I have no poor experiences to report.

Calling someone that did not work there anymore. Wasn't notified that had left his post.

EMAPS annual reporting process was very frustrating and issues were very slow to be corrected.

E-maps were difficult, but I think it was that way for all programs.

Have not had one, yet.

I have e-mailed ED staff and not received an answer. An auto-reply confirming receipt of e-mail would be appreciated. This would keep us from wondering whether e-mail went through and prevent re-sending (which I am sure they would appreciate).

I would have to say the trouble I encountered with emaps. It was disastrous!

In the 11 years of our program we have never had a bad experience working with the department of ED.

N/A. (5)

None. (3)

Not getting answers form staff. Not answering phones or e-mails.

On any day you can get a different answer.

Program officer consistently responding saying he would review the proposed budget issue and never did until the 3rd attempt after our institution told him we need this ASAP in order to meet the GAPS Drawdown deadline.

Program officer is never responsive in a timely manner. The electronic program reporting mechanism is very problematic, a waste of tax payer's resources and the Office of Migrant Education has failed to acknowledge the issue and come up with an effective plan.

The EMAPS APR process was troublesome. At the onset of all the technical difficulties, it was difficult to get a clear response about what to do. I imagine this was due to the sheer volume of problems and limited staff to address.

The frustration experienced during the uploading of annual reports on EMAPS. It seemed that there simple technical issues that could not be corrected promptly.

The submittal of our annual report was a terrible experience this last year. No one was able to answer concerns that we had about the EMAPS reporting system.

There is not a 'worst' experience in regards to personnel; usually everyone is really nice and helpful. The worst experience, and not because of the staff, was reporting because the system (E-maps) was failing really often and being fixed most of the time.

Way too many glitches in the APR...it took months to finally get the report submitted correctly, as there were so many technical glitches.

We have consistently had time delays with inquiries made to OME regarding our HEP grant. These delays average a week or more which seems excessive.

We have had issues with the IMAP.

We have not had a worst customer service experience. Even when we were not able to submit our annual report through the EMAPS system OME staff provided timely updates as to when the system would be available for us to enter data. It was a bit frustrating for us on this end. However, it is understandable when change occurs to confront these types of problems. Hopefully it will be corrected this year when the report is due again.

We were not able to get answers regarding questions on APR (EMAPS).

Working with EMAPS.

Q38. Please describe how ED can improve its service to you.

Allow for an alternative to EMAPS (perhaps being able to submit via email).

Communication is key. Follow up on an email is crucial (no matter how simple the question may be) and also if it's in a timely manner. The reporting of APRs on EMAPS system needs to be improved. Distributing APR info, conference and/or director's meeting information in a timely manner is important to plan ahead. I think that all agencies/organizations are being affected by too much work and less employees/pay, so I understand that turn over is happening. A suggestion would be to try to find a solution so that programs don't feel it as much. Although these are a few improvements I'm suggesting, DOE OME is doing an excellent job in having positive changes in its organization. I've been here since previous OME Executive Director was there and I can tell you I've seen a LOT of positive changes happening. [Name] is doing an amazing job re-organizing OME. Big task she took on and is doing great! I take my hat off to her!

Continue to provide the technical assistance they already do.

Department of Education needs to provide adequate training and empower the staff. Provide timely information on changes and clearly define what is expected from those changes.

E-maps is the weak link as I see it.

I feel that over the past five years OME Director and staff have done an excellent job of reviewing their systems and organizational structure to better serve all HEP programs in the nation.

I think they do an outstanding job.

Improve the EMAPS reporting system.

My only concern at this time is the EMAPS system used to submit our annual report. This system needs work and clarity.

My only problem with ED was with the APR, which they are working to improve.

Shorten response time, not simply 'your question is duly noted', but shorten the time from your initial question to the final answer.

The follow up to any inquire from ED or program officer would clarify any misunderstandings. Immediate feed back is very important to having a good working relationship and open communications regarding any program concern is also necessary.

Work out the kinks in the APR submission and have program officers return calls in a timely manner.

CUSTOM QUESTIONS

Q5. Please provide at least one important information topic on the Listserv provided to you, and also provide at least one important topic that you would like to see from the Listserv in the future.

Award announcements and EMAPS updates. I feel like the topic coverage on the Listserv is very comprehensive.

Budget information (most important topic).

Communication of deadlines and reminders of deadlines or technical problems. I would like to see more articles/ resources ED has come across that could be helpful to implementing programs

Deadline for new grantees' budget revision was changed. Deadline changes are always VERY important. Other listserv topics could include current economic status in relation to ED field, important articles related to migrant student issues, as well as information about HEP successes.

Description of what constitutes 'Placement' by [Name]. Currently funded HEP/CAMP grantees.

Due dates for APR , I would like to see more samples of what could lead us into sending better accurate information.

ED Discretionary Grants Administration.

Eligibility.

Emails regarding reporting webinar, personnel change director's meeting info. Newsletters and/or updates (monthly) from OME on the listserv would be good.

EMAPS regulatory guidance on adult learners legal status issues

EMAPS updates.

Has provided: Upcoming meetings. Would like to see: Hints for documentation.

Have not used.

HEP/CAMP conferences.

I think that if the list server provided an informational topic it was because it was important to all programs. I would have to say that any topic or information important to new programs.

Important Topic: All the emails informing us on the status of EMAPS (when system was up/down) and specific instructions regarding our APR. Future topic: Yearly calendar with tentative dates of important events. APR deadlines, budget revision deadlines, Director meeting dates, etc.

Information about upcoming meeting. Would like to see more timely information on alternative plan for EMAPS reporting of APR.

Information on OME meeting with directors. Would like to see more guidance and interpretation of rules through listserv rather than only at OME meetings.

Information on staff changes and funding. STEM information - best practices.

Information on the annual report deadlines information on upcoming meetings and resources for directors, annual data results for grantees.

It provides important due dates.

Knowing who to contact about what.

New to listserv.

Relevant resource links.

reminder of all the reports deadlines and news from DC about our programs and regulations.

Surveys like this are interesting.

The listserv provided guidance on EMAPS and its access and data retention issues.

The listserv provided important dates (deadlines) and reminders throughout the year.

Upcoming meetings and correspondence with other HEP Directors.

Updates on the Director's meeting.

Q6. How have you received technical assistance in the past year? Other, please specify

Meeting with OME staff.

Q7. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to help improve the performance of your HEP project.

1) Training session at last director's meeting on 'HEP/CAMP guidance' was extremely helpful. We are hoping OME will move forward with approving guidance so it may be made readily available to HEP staff.
2) Our project would benefit from having more assistance with database management. Last year, OME offered an Excel tool for tracking HEP data. Can they expand this tool?

APR assistance and clarification of specific items.

APR Reporting extremely helpful.

APR reporting.

APR, data results verification.

Completing annual performance reports.

Connections with colleagues--director and association meetings and the opportunities they provide to get to know and learn from one another.

Description of 'Placement'. The technical assistance topic that we will need in the future is 'How to Provide Placement Services in a 'Depressed Economy'.

Eligibility (useful topic). Budget management and data reporting (need in the future).

Email with our Program Officer has been very useful and helpful.

Evaluation tools and best practices.

Evaluation, more follow through on evaluation plans.

Figuring out how to record information on EMAPS.

Grant application process the new director's training.

Guidelines for grant writing was very useful, ideas to improve placements are always welcome.

Non-federal contribution, peer-peer mentoring.

Presentations at Association conferences about HEP curriculum and schedule at some successful projects. In the future, updates on new GED.

RFP technical assistance webinar was very useful webinar on best practices/ expectations to account for Personnel and other matching funds for those grants that claim match.

Technical assistance topic that has been useful would have to be finally acquiring my password to work on the help project data via EMAPS. Technical assistance topic that i will need in the future to improve the performance of the HEP project would be the follow-up with corrective plan outline, data and information.

Technical Assistance Webinar for ED grantees. Continued assistance with EMAPS as reporting time approaches.

The grant writing tech. assistance.

The webinar on the online reporting system (EMAPS) was very useful. Should this online system be updated or change, I would appreciate another webinar regarding this to facilitate accuracy in reporting.

Use of EMAPS.

Useful Topic: Eligibility of HEP participants and Budget presentations. Future Topic: Changes in policy and OME requirements.

Using of funds.

We will need training on EMAP.

Webinar with visuals/actual documents. I would like to see a Webinar given to each state with our program officer included.

What has been useful is releasing general performance data so that each program can compare and measure its impact. Additionally, help with the APR has been very useful.

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

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Better intra-agency coordination with office of civil rights; Better inter-agency coordination with Dept of Labor; better intra-agency with Title 1 Part A,

None that can be listed at this time; that would be a good model.

Office for Civil Rights and Title III, Part A collaborating on services provided to LEP students (Webinar).

Q20. Please describe how ED could better use technology to deliver its services.

Better prior preparation; better training in use of technical devices.

ED has begun using webinars, but there could be simple recorded and self-paced trainings available online.

Monthly web conferences like we have with Title III.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

A concern was expressed to [Name] who followed up in a fair, professional manner.

A conference call with [Name] of the Office of Migrant Education provided clear direction needed to close out a previous monitoring report with complex factors. Her background knowledge and history working with my State's previous MEP director, and of the State's issues related to migrant education helped me as the new director to know what to include in the SEA's response to close out the monitoring report. She was attentive to detail, professional and courteous. The call took quite a while to complete due to the variety of information that needed to be discussed. After that call, she has continued to check back with me and is excellent about responding to questions and maintaining communication. [Name] has also been extremely helpful in providing on-the-spot direction. During our last director's conference, [Name] was preparing to lead one of the sessions, and took time out to answer my questions related to Comprehensive Needs Assessment and Service Delivery Plans for my state. I did not know until later how pressed for time she was, so I appreciated her impromptu problem-solving ability. [Name] personally welcomed me as a new director and has been very supportive as I assumed my new role at the New Director's Meeting.

Anything about MSIX has been very good. I have had no responses in the past from our program person

Completing my onsite monitoring findings activities with my Office of Migrant Education programs officer.

During the monitoring we were shown step-by-step how to align the CNA and the SDP.

Face-to-face interaction at annual meeting to answer direct questions.

Gave my state ideas to improve data reporting.

Guidance on special consortium grants issues and technical assistance support.

I do not have one.

My former program liaison calling me out of the blue to see how I was doing.

Prompt response to a question.

Rapid response to calls 100% of the time. Willing to get the correct information/support needed for the State.

Technical assistance provided.

The Department of Education has helped me with any issue I have had. They are always willing to help with answer or guide me. They have helped my transition into this position go well.

The webinar on summer programs annual conference information and binders

They have been very understanding when we've explained the incompatibility of the EDEN with the CSPR.

Timely responses to questions regarding monitoring visit; received documents to provide professional development to staff in order to implement required legislation; and felt comfortable in soliciting feedback from program officer.

We had a phone conference call several times within the last month and [Name] and [Name] an excellent job of working and guiding us. They were patient, helpful and very professional during the calls. At the end of the call, we were very grateful for the level of care they shared with us.

Working with [Name].

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

A new program officer with no experience in migrant education provided more barrier than understanding and assistance.

Did not experience a 'worst' this past year!

Disparate treatment of SEAs on the basis of race.

Have not had a bad customer service experience to report.

I have had many e-mails and voice messages left unanswered.

I sent an email question to my state support staff in DC and it was 3 weeks before I got a response. The response I got was contrary to what is in the Guidance. I inquired about this discrepancy 1.5 weeks ago and am still waiting on a response.

Lack of communication to the field on the fiscal budget. Had to seek the information from other programs. Delays in allocation of funds and sub grant process (consortium initiatives).

None- all staff are professional and go the extra mile to help state personnel to do their job.

None. (4)

Paperwork that was received by OESE staff was lost and never reached our program officer. Package was signed for by USDE/OESE mailroom staff but important grant information was lost.

There hasn't been bad customer service. The only negative is sometimes it takes a while to hear back because they are out of office or too busy.

They really don't understand or have forgotten how it really is in the field.

Waiting months for a written reply to quirky program implementation questions.

Was told I would receive a letter confirming the closure of a monitoring visit so my program could move forward with the needs assessment process. 8 months later I have never reviewed this letter and decided to move forward with the 'blessing' of USED because there are children who need to be served!

We continually resubmit evidence for prior audits, hoping to close out those audits. Unfortunately, those audits (findings) never seem to go away. We also get passed from program officer to program officer, which I think is prolongs the non-resolution of audit findings.

Q38. Please describe how ED can improve its service to you.

Be timelier in answering questions and giving feedback. Follow through with assistance for the states when help and guidance is requested.

Improve both the timeliness and quality of communication. Consistently late with CIG information to SEAS. Better and more written communication on policy issues. Equal treatment of all SEAs- No favoritism by race. Stop playing favorites to certain SEAs, groups, and contractors. Fewer outsourced contracts. Oversight on MSIX contract needs to be improved. How much is this costing taxpayers? How were contracts selected? Report on process. Access to meeting notes. An understanding that they are public servants, not celebrities. Less arrogance from top staff. More experience with how public schools

function. More understanding of scholarly research on impact of mobility and poverty on children. Use tax dollars more efficiently-fewer contracts for things like meeting notes-EDstaff should be able to do this function. Allow states to voice concerns at meetings; More transparency about use of funds at federal level. For example, a web site was created using thousands of tax payer dollars and was dumped. Now a new one is being created; this is wasteful and duplicative. Better use of experienced ED staff. Meet at Holiday Inn near ED, not expensive hotels. More understanding of economic realities of migrant families. Frankly, better educated and prepared staff. These are high paying federal jobs and candidates should be selected on the basis of merit, not anything else.

Include specific interpretation of the legislation.

Make document easier to find.

Make materials, trainings, and information like this: <http://center.serve.org/nche/index.php>

More communications via regular tele or web conferences. More responsiveness from our program officer.

Notification of allocations should be timelier to allow proper planning time in the states.

Provide more practical types of services, frequency of communication.

Quicker response time to questions and paperwork requests.

Recruit only program officers with migrant education experience.

We are preparing one and have talked with the Assessment office. We have not received timely service from our program contact for peer review.

Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program CORE QUESTIONS

Q23a. What reporting system do you use for reporting accountability data? (Other)

I don't submit this, so I am unaware of what system is used.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] contacted me immediately via telephone message and email when hearing from an LEA that had a different interpretation/implementation strategy than the SEA had discussed with the district. He discussed the issues, offered suggestions and communicated with both the SEA and LEA in a way that established the credibility of the SEA as well as honoring the LEA's consideration. Truly a situation that required - and got - some policy and political finesse.

[Name] does a great job of responding to concerns, though he could do better if he had additional assistance.

[Name] is very responsive and gives very good explanations.

[Name] responded to a high pressure dispute resolution situation within an hour of sending the request for support. His responsiveness is amazing.

[Name] was away from the office so I left him a voice message and he returned my call within 24 hours even though he was on vacation. [Name] is a person state coordinators know they can count on.

Ed staff is easily accessible. Very responsive to issues in a timely manner. Provides detailed comparative analyses to work through problems.

Good, quick response to e-mailed questions.

I am able to contact [Name] on the phone. When he is in the office, he always answers my questions or will get back to me with the answer asap. If he is out of the office, he always calls me back.

I am always pleased with the responsive of staff to my questions and concerns.

I have found the USDE staff to be very responsive and timely when contacted for assistance.

I have had several interactions with [Name], the EHCY program contact, and all have been favorable. [Name] answers the phone when he's in the office and returns calls promptly when he's not. He also cares deeply about his program and that shows through in how he handles it. He listens to those in the field and does his best to get accurate, quick responses.

I needed help with Title I set-aside for homeless and was given some good examples.

Multiple consults with federal program manager where the responsiveness has been immediate and the feedback provided has been useful.

NCHE's ability to assist in promoting and broadcasting a webinar.

Our state revamped our McKinney-Vento sub-grant. The National Center was terrific in helping me draft the new sub-grant.

Phone call initiated by USDE Staff in regards to a concern from a parent in our state. Our professional discussion did not lay blame or anything of that nature, just a professional discussion on moving forward.

Quick response in an e-mail from program administrator.

Rapid and courteous response to questions during all-state webinars/conference calls.

Recent complaint from state advocacy group on dispute resolution process. [Name] handled the situation in a fair and impartial manner and used it as a learning opportunity for all of us involved.

Recently, [Name] (EHCY coordinator) held a conference call for State Coordinators of Homeless Education Programs to present the changes in data collection and reporting in the CSPR for SY 2011-12. The information was extremely useful and timely, as I had a meeting with my SEA ED Facts coordinator the next day to discuss/prepare our report format. Within three days following that, I had to submit a final format for our electronic grants report to be submitted by EHCY subgrantees. [Name] always seems to anticipate the SEA needs and always responds to emails and voicemails promptly! I appreciate his depth of knowledge and responsiveness.

The program officer assisted me directly in providing needed support in addressing a proposed executive decision which was in conflict with the federal legislation.

The response time when I call for information when an opinion is needed is always very good.

There was an issue with one district that I needed a little more guidance on; I called and the issue was resolved within two days to the satisfaction of both the district and me.

We had a very unique situation, and our federal contact was extremely timely in assisting us with the LEA.

We had some problems with collecting the data as expected by US ED. The Program Director called me directly and asked my perspective on the difficulty in collecting this data. I was able to express our concern and I feel that US ED has been responsive in further clarifying their expectations. This will allow us to be providing better guidance to the LEAs on our expectations and will then result in more comprehensive data.

Working with [Name].

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Accessing & searching for information on the website.

Anticipated changes to federal program data collection did not occur after all, and what state data analysts knew was not the same as what state coordinators were told. We all need to have the same information at the same time, to protect working relationships at this level.

Have not experienced any poor customer service experiences.

Have not really had an experience that I would classify as worst.

Haven't had a bad one.

I am pleased to say that I haven't had any unpleasant experiences with ED staff.

I can recall no 'worst' experiences.

I have not had a bad customer service experience in the 6+ years I have been here.

I have not had any negative experiences therefore I will leave this unanswered.

I haven't had a bad experience with EHCY staff, and since that's who I am critiquing, I will not comment further.

I should say monitoring; however, USDE staff made it such a positive and learning experience; it wasn't bad.

N/A. (7)

None. (3)

Not applicable.

The worst was not due to any ED staff; it was due to my SEA hierarchy instructing program coordinators that ONLY ADMINISTRATORS were to communicate directly with the ED program coordinators who were scheduled to do a monitoring site visit for our program. IMPOSSIBLE to get any information directly in response to questions. If ED specified the contacts that their staff needed to communicate with, I believe that the program coordinators could get the details necessary to better prepare (rather than letting SEAs determine who talks with whom).

When homeless and food services were having issues regarding outstanding lunch debt for homeless students. USDA personnel directed the state agency food services to continue to harass homeless families for the funds.

Q38. Please describe how ED can improve its service to you.

[Name] and [Name] do exemplary work! I am glad I can contact them.

Can't think of anything right now.

Disseminate information about changes in areas such as data collection and accountability reporting so that staffs that coordinate programs have the information at the same time as the state data and fiscal administrators. It makes coordination of programs and implementation more difficult when information is released at different times to various staff at the same state agency. Using multiple methods of sending info out is great - so long as it is the same as what others receive, and everyone gets it at the same time.

I am happy with staff and not thrilled with web resources. However NCHE does a great job!

I would like to see more program collaboration amongst the intersecting titles and more technical assistance incorporating this collaboration.

It would be very helpful if the Title I program would answer questions regarding what is and isn't allowable under the Title I program regarding students in homeless situations. We just need 'Yes' or 'No' answers regarding allowable expenditures. A simple matrix with a list of frequently requested items on the left and two columns to the right marked Yes and No would work great--just make an X in the correct box for each item. Too easy.

It would help SEA program coordinators if ED specified communication inclusion, so that SEA administrators would understand with whom information and communications should be shared. It would help if ED program guidance that crosses program areas (for example, Title I, Part A and EHCY) was coordinated by ED before being sent to SEA staff. More cross department and cross agency collaboration!

Just be real.

Keep [Name] in his position with MKV.

N/A.

Organize the information so that it is more easily found e.g. program budgets for the SEA seem 'buried' - need to go through 'layers' of information.

CUSTOM QUESTIONS

Q6. What can the McKinney-Vento EHCY program office do over the next year to meet your State's technical assistance, program improvement and coordination needs?

Continue current initiatives.

Continue providing best practices and the state coordinators' meeting.

Continue the monthly coordinator conference calls; continue sending request letter for coordinator to attend national conference.

Continue to be there as needed and be people who understand we are all very busy and the only thing that really matters is the relationships we build to help others.

Continue to provide networks of support.

Continue to provide targeted assistance based upon our state's identified needs.

Continue to push for Title IA to increase access and availability of Title IA set-asides for students experiencing homelessness.

Continued support and assistance in developing collaborations with other federal programs.

I feel that the McKinney-Vento Non-Regulatory Guidance, particularly on transportation, could be improved.

I think staff visiting my state would be a great big plus.

I would hope that EHCY program office would make States update State Plans every 4-years to maintain the integrity of the law; particularly in States where you have change in Governorship and Education Administrations.

I would like to receive more technical assistance as it pertains to the intersecting titles.

Just continue to do what it has been doing. It might be helpful to get a bit more correspondence about the EHCY program to top state officials in other education programs as well as to officials in related agencies. If we are to truly reduce the number of people experiencing homelessness, including the children and youth who bear such a heavy burden, we need to address job creation, living wages, affordable housing, quality health care, and other related issues. This is not solely an education issue.

Keep up the great work.

Look closer at rural states-minimum funding does not meet the needs. I have grant requests for 4 times the amount of what I'm able to award to LEA's and those LEAs, even though they are using Title I reservations-it is still not enough to even come close to a quality homeless education program.

MAKE Title I more accountable for student services.

More collaborative webinars and training opportunities would be wonderful, especially cross-office, cross-program, and cross-agency opportunities. (Like the upcoming HHS-ED collaboration event on Fostering Connections).

Please consider providing the 'short' version or executive summary of key resources - ex. the SEA Coordinator's List, as some do not work full time in the positions and need a strategy for pacing the work. Also, to market the critical issue of homeless education to other state workers as well as local school leaders, brevity is essential. The same goes for the other materials (issue topics, etc.), many new LEA homeless liaisons need to step into the work one toe at a time, and otherwise they sink due to the breadth of the many issues and the sheer volume of resources to navigate. Under pressure/stress of time, professionals need the same 'literature level' that the basic population needs - 5 letter words, 5 word sentences.

Provide federal level meetings and training regionally - or at least sometimes on the west coast. Having to travel to DC every year is expensive and time-consuming, and puts an inequitable burden on western states.

Stabilization of the data collection process minimizing year to year changes in data to be collected.

Work with high school athletic associations to come up with better guidance for ensuring homeless students are able to fully participate in school, including extracurricular activities such as sports. Work with Health and Human Services to provide guidance on how to remove barriers of homeless unaccompanied minor students to health services such as physicals for sports, immunization, etc. Provide best practices on how unaccompanied homeless minors can access their birth certificate.

Q7. The program office is revising its monitoring process. Please share any comments on how to improve the overall and onsite monitoring process.

1. Specify the staff required to be included in communications, conference calls, planning of monitoring visits, rather than allowing SEA administrators to exclude SEA program coordinators until the last minute.
2. Perhaps I'm odd, but I actually enjoyed our SEA monitoring visit from ED's EHCY team last year!

Better communication regarding the actual onsite times/places, etc.

Creating some sort of more effective means of enforcement - some states fail to comply without fear of repercussion.

Eliminate it.

Ensure monitoring schedule is provided well in advance of selected date.

Even if the SEA has a point person coordinating a monitoring site visit, also send an electronic copy of the protocols and requests to the state coordinator. Our SEA has two offices - sometimes copies do not arrive in a timely fashion.

I feel that the current onsite monitoring process is satisfactory.

I feel too much emphasis has been put on adding commendations.

I hope the system will be streamlined. Paperwork is too cumbersome and more TA needs to be provided in oversight vs. monitoring.

I was a bit surprised that the pre-monitoring documents and evidence indicators sent were different than the documents and questions that were passed out during the visit. That seemed a bit off.

Look at list of districts that were included in state monitoring in recent years and try to choose other districts in the next visit. The same districts seem to be selected each time.

N/A.

No suggestions.

Provide pre-monitoring assistance.

Remain consistent.

The EHCY monitoring process has actually been very well done. Continue to give at least 6 months notice prior to the visit. Continue to ask for electronic copies of documents. Visit districts in more remote areas of the state instead of focusing on a few large metro areas and suburbs.

The goals of the compliance monitoring process are carried out with fidelity.

The monitoring process was fair, and I don't have any real suggestions for improvement.

The monitoring should have a component at visiting programs at work. The focus should not only be on what SEAs do to support programs and the fiduciary pieces but to look at the success and celebrate the great work our LEAs Homeless Education Liaison provide.

Would like to see consistencies across the board on the processes and strengthening of consequences to non compliance.

Q10. Please comment on the quality of TA provided to you by the NCHE and any suggestions for improvement.

Assistance with webinars has been great.

Excellent TA.

Excellent!

Great!

I find the staff very helpful and knowledgeable.

I have no suggestions for improvement. NCHE provides wonderful products and is responsive to state needs.

I love the monthly webinars. The diverse topics are excellent for new program coordinators.

I love these people!!

I refer to the NCHE website to do this job on a regular basis, and also send information from the website directly to districts to provide them with TA. The ongoing training webinars are really appreciated and help so much in a geographically-large state.

I'm very satisfied with the level of assistance provided by NCHE.

NCHE does an outstanding job in all ways. Everyone who works there is extremely professional yet very personable and down to earth. The materials NCHE produces are of the highest quality. NCHE listens and is aware of the latest issues in the field and is quick to address them completely.

NCHE does fantastic work with limited resources.

NCHE has always been immediately responsive and extremely helpful. We rely on their topical briefs and other documents to a great extent in our state in working with the LEAs. We greatly appreciate the webinar trainings used by our liaisons. I feel they work closely with US ED and that I can rely on any guidance they provide.

NCHE has consistently been responsive to any requests for assistance.

NCHE provides a wealth of information on current legislation, practical application of the law and excellent examples of best practices to model our programs

NCHE staff is very easy to work with and are timely in their response to questions. Even if they must research the question(s) further, they let you know.

Phenomenal expertise, readiness to try many strategies to meet state and local needs.

TA by NCHE is always timely and highly effective.

The assistance and support NCHE provides is astounding. We would not have the quality of state level program without the support, services, TA, etc., provided by NCHE. Their work is vital to the field.

The NCHE staff has proven to be life savers time and time again as it pertains to the homeless educational needs of our students.

The NCHE staff is always responsive and thorough. Their publications are ahead of the needs of most SEAs. Their website is EXCELLENT, and I provide that link to the public, LEAs, and colleagues at least once a day. The data analysis and template products provided to SEA EHCY coordinators are extremely helpful, useful and well received across our state. Their webinars are always very well received by LEA Homeless Liaisons and staff.

The TA provide by NCHE has been exceptional. I have worked in other Federal programs and have never experienced such great resources as are provided by NCHE. Super technical assistance.

The TA support New Mexico has received has been adequate and timely. I have no concerns.

They are very helpful.

They do very good work.

Timely.

Very helpful and usually proactive in working on materials for the field.

Neglected and Delinquent State and Local

CORE QUESTIONS

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] is always helpful and responsive whenever we have questions or concerns.

[Name] is very responsive to contact.

[Name] is very responsive.

[Name]'s comments at the 2011 NDTAC conference were helpful and to the point.

A couple times a year [Name] of N&D holds conference calls with state N&D coordinators to review laws and things that must be done, such as the Consolidated State Performance Report or annual head count to generate funds. Information tends to be general and not on the day to day program level. The majority of my help comes from NDTAC services. I am grateful we have a technical assistance site. I have leaned on NDTAC for years to provide guidance and clarification. NDTAC is a God send!

All of my experiences have been great. The support is priceless.

Always available for assistance with the annual child count.

Answers to a state issue were well received and responded with an immediate turn around.

Ed staff responded promptly and accurately to annual count questions. [Name]'s participation in the state coordinator activities was also very helpful.

Face to face conversation with [Name] regarding data collection requirements and the importance of timely notification of potential changes in the data being required.

I met [Name] at the NDTAC conference in Minneapolis. He has a wealth of information regarding N & D. It was a pleasure to talk with him and get information concerning N & D.

I received clarification on data reporting directly from the program specialist via phone. I was able to describe some of the problems we have in collecting data and problems that districts have in understanding the parameters of the required data.

In response to a technical assistance question, I receive a follow up phone call within the same work day (even though I am 3 time zones behind the East Coast).

Just beginning to work on the program, limited contact w/ any staff except NDTAC.

N/A. (2)

National meetings provide the very best in customer service.

NDTAC conference.

NDTAC is by far the most useful and responsive interaction I have ever had with ED. Nick Read is excellent all year round.

Overall, I am very satisfied with the fact that our USED contact for Title I, Part D always returns calls and e-mails in a timely manner. He takes the time to answer my questions when I know he is very busy.

TA is always there for the N/D program through their contract with USDE.

Telephone conference to clarify a question.

The best is the national ND conference where we interact directly with our Program director and our counterparts.

The most recent Title I, Part D, National Conference in Minneapolis was an excellent learning experience provided by USED and NDTAC.

The national meeting was well developed and implemented.

Toolkits and website.

Working with the contracted technical assistance center (hired by ED).

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] presentation was not very relevant.

Best practices.

Confusion still exists around reporting for funding purposes and reporting for measuring outcomes.

Data input into Eden.

Giving inconsistent information and answers.

I did not receive a survey to address my other position- Title I Parental Involvement, so I will address it here. This response has nothing to do with the N&D program service from the USDOE. In my six years as the Title I Parental Involvement Coordinator, I have not received any technical assistance from USDOE. There needs to be quarterly phone calls, training and a list serv of state parental involvement coordinators. The only interaction I've had in this position with USDOE is to undergo monitoring. Come on, USDOE, we can do better than that!

I don't recall a case where I received poor customer service.

I had no bad experiences with Ed staff.

I have been in my position for a year and three months and so far, I have not had a bad experience. We even had an SASA audit two weeks into my job (I was still clueless) but I thought it was handled very well.

I have not had a bad experience.

I have not had any negative experience with any representatives of ED.

N/A. (8)

Never had had this experience.

None. (4)

Overall, I haven't had any bad experiences in the past two years.

Q38. Please describe how ED can improve its service to you.

As long as the technical assistance center NDTAC remains in place, then services are superior. As far as USDOE Nalone, quarterly calls aren't enough.

Be more accessible to State contacts (versus requesting states to go through a tech center to ask the question of ED and then tech center comes back with ED's answer VERSUS--me asking the question of ED directly myself). I don't care for someone always being in the middle. Even though the tech center is wonderful.

Establish timelines when procedures are going to change for evaluation; states need to know earlier to prepare projects and forms to collect information.

I find that sometimes the reporting criteria or measurements of success do not correlate with the areas that could or should be funded -- and which could create improved outputs and service to 'our customers,' i.e.: If the reporting criteria are # of students enrolled in particular areas, but the funding is put into a critical, research-supported area that does not lend itself to being reported by such variables, it may appear that (a) the program is failing to meet expectations, (b) fund recipients are ignoring their responsibilities to report, (c) etc.

If NDTAC did other federal programs like Title I A and Title II etc it would be great.

Less general information and more information specifically related to SEA responsibilities in states

N/A. (3)

No suggestions at this time.

Regarding the Title I, Part D, program, I believe USDE and NDTAC have a very good working relationship.

CUSTOM QUESTIONS

Q6. What can the Title I, Part D program office do over the next year to meet your State's technical assistance, program improvement and coordination needs?

Align EDFACTS and CSPR. Simplify the data process.

Continue providing the support they've been providing.

Continue to contract with AIR and offer technical assistance through this contractor as it is currently.

Continue to provide information and collaboration among states.

Continue to provide webinars, conference calls, and national conferences.

Continue with NDTAC.

Either USDOE or NDTAC needs to provide guidance on Title I Part A neglected program. All N&D program knowledge comes from Title I Part D, Neglected & Delinquent.

Excellent information provided by the website-development of information in toolkits or manuals very helpful.

Having ED work with NDTAC has been WONDEFUL---NDTAC goes above and beyond in responding to your questions and suggestions.

In a more detailed way, show what each jurisdiction is doing with the funds.

It's already in the works: meeting w/Homeless to ensure LEAs are using resources most economically and just having a strong collaboration (meeting in November).

Just keep NDTAC.

Keep us informed on reauthorization- Reconfigure SUB 1 and SUB 2.

Looking forward to the meeting in November to get more info about collaboration.

N/A.

Please continue to offer NDTAC. They have been very helpful. I have only been here a little over a year so I have not explored coordination needs (I didn't know that was available) and program improvement I guess comes along with TA with the federal guidance.

Present a more exact spending guide to support this program.

See previous comment.

Separate the titles from Title I, Part A Neglected and Title I, Part D Neglected, Delinquent, or At-Risk....too confusing.

The program office is responsive and helpful. Help in refining the survey would be appreciated.

When major programs announcements are made from ED regarding Title ID, NDTAC does not send out communications to State Coordinators (ex. state awards, annual survey, CSPR, etc). In addition, when contacting NDTAC for specific programmatic information, I always have to wait for NDTAC to contact [Name] for answers. Lastly, NDTAC conference calls and meetings are largely filled with asking state coordinators how they are handling various situations. Conference calls would be more meaningful and relevant if useful information was being provided to us, instead of state coordinators constantly giving NDTAC information. Perhaps NDTAC should adopt some of the strategies used by the Homeless Technical Assistance Center, which operates a high quality program and offers extremely informative services.

Q7. The program office is revising its monitoring process. Please share any comments on how to improve the overall and onsite monitoring process.

Could we receive the rubric for the different components for monitoring? It would help in structuring our LEA monitoring.

Go see the projects-do not sit in the SEA office all day. Provide monitoring elements and expectations out to the field and state offices early.

I have not been in this position long enough to comment.

I have only been through one and have no suggestions at this time.

It was fine the last time they were here.

N/A. (4)

Provide timely webinars when the monitoring indicators change. I did not realize the indicators had changed from FY10 to FY11 until I pulled the document. There are places where I don't see the connection between the law/guidance and what's in the monitoring document now. I've seen the connection in past years.

Reviewers should be knowledgeable of the implementation of federal programs. Many times the reviewer has no experience with the actual implementation of the program

Set up conference calls to prepare N&D state coordinators before the monitoring on the USDOE N&D monitoring so we can ask: interpretation of monitoring items and the process... What does the question mean? What can be used as evidence? How many days of monitoring? Etc. Set up conference calls to go over N&D shift of focus from one monitoring instrument to the next to prepare us for the monitoring from information that we can carry out at the state level beforehand instead of learning about the new focus from the actual monitoring instrument. USDOE needs to communicate new practices and focuses. There should be no surprises when we review the monitoring instrument.

Tell us exactly what the expectations for the monitoring process are.

Too new to comment.

Update resources concerning meeting compliance. Focus on the big picture issues, not minutia.

Q10. Please comment on the quality of TA provided to you by NDTAC and any suggestions for improvement.

Descriptors of NDTAC: Fabulous, wonderful, customer-service oriented, timely, bend-over-backwards for states. Prior to NDTAC being contracted, it was very difficult to get timely responses (which is understandable when there was only one person to return calls to all the state coordinators). NDTAC has been a great blessing! They are innovative and always willing to listen to field suggestions. I feel 'our' (state coordinators) voice is heard and makes a difference with NDTAC. I would rate NDTAC 100 but it's not on your scale.

Excellent staff who respond to needs and assist with relevant information.

Excellent, superb, professional, empathetic to any concerns we have in our job.

Good quality.

Great assistance!

I don't like being called 'guys.'

I have had the opportunity to work with several TA centers over a variety of programs and content areas. No other TA center has come anywhere close to the professionalism, quality and knowledge shared by NDTAC.

I love working with the NDTAC team. There is a wealth of knowledge and I appreciate the information that is always shared.

Incredible group to work with; such warmth and professionalism.

My contact, [Name], is wonderful and always accessible; NDTAC has been awesome.

N/A.

NDTAC has been very helpful. They are always ready to assist in any way possible. [Name] has been wonderful and I enjoy working with her.

NDTAC has done an excellent job of providing quality technical assistance. In particular, [Name] and [Name] have been very helpful.

NDTAC is the best resource we have as States. Anytime I call my liaison I get an immediate response. Having met these people at National Conferences it is like working with a friend that is always there to help. We have quarterly phone calls with States that are similar to ours and it is great getting different perspectives.

NDTAC provides excellent service and resources. They are a blessing and the rock of this program.

NDTAC staff has always been available to answer my questions. They are always willing to help and have provided substantial and clear written responses that have been valuable in my work with the districts.

Outstanding.

Overall, the quality has been very good and I have been impressed.

Questions that need to be researched before being answered tend to result in pretty shallow responses.

The current TA is outstanding, the personal service approach is great and the interaction they promote between states is fantastic! Improvements: allow NDTAC staff to travel to more states to see our programs in person; continue to allow state coordinators to meet annually with NDTAC.

The information and materials provided by NDTAC have helped me be much more effective in carrying out my work assignments. The data collected using tools from NDTAC is much more accurate than before I received them. I am able to provide more information and higher quality information to sub-grantees using documents from NDTAC.

They were a life saver when I started my position. They spent a lot of time with me as I was getting our program under control. Now that I feel like I have a handle on it we have moved onto more in-depth program development and evaluation tools and techniques. They keep it simple and I never felt overwhelmed working with them.

This is an excellent use of funding. All programs under NCLB should have similar support, especially Title I, Part A and its many components.

When major programs announcements are made from ED regarding Title ID, NDTAC does not send out communications to State Coordinators (ex. state awards, annual survey, CSPR, etc). In addition, when contacting NDTAC for specific programmatic information, I always have to wait for NDTAC to contact [Name] for answers. Lastly, NDTAC conference calls and meetings are largely filled with asking state coordinators how they are handling various situations. Conference calls would be more meaningful and relevant if useful information was being provided to us, instead of state coordinators constantly giving NDTAC information. Perhaps NDTAC should adopt some of the strategies used by the Homeless Technical Assistance Center (NAEHCY), which operates a high quality program and offers extremely informative services.

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Collaboration with Title III staff and Title I staff in workshops where both of these funds can be used to help provide additional services without supplanting.

The Colorado Department of Education.

Q20. Please describe how ED could better use technology to deliver its services.

Make sure that the technologies work - it is often hard to hear or to follow presentations.

Professionalize technical aspects of conference calls (muting; managing questions). Publish an advance schedule for conference calls and/or webinars and stick to that schedule. Post relevant information on ED website and organize info for easy access. Improve ED website search tool to provide relevant results (e.g., assign 'Best Bets' to resources based on keywords). Respond in a timely way to emails sent by SEAs.

Webinar quality needs to be improved. Usually a technical problem with a webinar, sound, etc.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] & [Name] are both knowledgeable and provide timely responses to my questions.

Answers to questions via e-mail or phone.

Called USED for clarification on SIG guidance and was given excellent information that was very beneficial as our state moved forward with the SIG application and implementation.

Emails responded to in a timely way.

Face-to-face meeting in conjunction with the National Title I Conference.

I receive a call back the same day from USED staffers when I leave a message (this happens often). They actually answer their phones when they are in the office!

N/A.

Our work with the SIG grant and questions relative to individual situations as been extremely helpful.

Participation in new LEA orientation. USDOE staff presented. Excellent quality

Quarterly accountability meetings are highly effective in keeping our agencies in touch with efforts for continuous improvement.

Quick response to phone calls or emails regarding Title I funding allocations.

Receiving technical assistance with grants-responded right away and was helpful.

Staff has always been very positive and helpful.

Staff members always respond to inquiries in a timely manner.

Swift reply to emails questions.

The onsite review was well done.

The Title I office is very responsive and provides great support to state Title I Directors.

We have just completed the findings from our 2010 monitoring visit. Excellent support in preparing the report and answering our questions during the submitting of our corrective action report.

We needed questions answered several times that were specific to our state. We received our answers in a very short time.

While we eventually got an answer it took several months to get one.

Working with High Risk sub-grantee.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

All experiences have been satisfactory and very thoughtful.

Can't think of any.

Emails that receive no response.

Have not had a bad experience

Lack of coordination and understanding between title I and SFSF.

Long delay or no reply to phone calls.

N/A. (4)

N/C at this time.

None to report.

None. (2)

None; all have been positive.

Placed several phone calls that were not returned when assistance and guidance was needed in a timely manner.

Some questions have never been responded to.

Timing! We have been waiting for months to have the Accountability Workbook approved. Still waiting!

USED approved our state Accountability Workbook, only to rescind the approval a month later. Further, the USED contact for our state was not well-informed about either the USED process or the circumstances in our state. She constantly had to seek assistance from other USED staff and was slow to respond, often needing multiple e-mail or telephone prompts for a reply.

Worst experiences are when there is difficulty with the technology. Also, when presenters just read their slides word for word it makes one wonder why a webinar.

Q38. Please describe how ED can improve its service to you.

Clarity of response that can be relayed to LEAs is critical; please do not say you want to allow flexibility to SEAs, then write monitoring findings, then shy away from putting into writing the 'rules' that led to the monitoring findings.

Continue to be responsive to phone calls and emails, including leaving out of office messages so we know who to contact, and continue to provide technical assistance through a variety of means to make it easy for SEA staff to get information when it is most needed.

Develop cohorts of states with similar characteristics, help them identify common issues that may be solved by a common solution, provide grant funds to support that solution, evaluate the success of the solution, and then scale it up. States have increasing needs for such common problem solving but are duplicating effort or more likely (with the economic and government pressures to cut budgets) are just no longer developing innovative solutions.

EDEN is a disaster. Data quality is poor and time spent fixing errors is considerable. Not sure why the move from NCES.

Keep up the good work.

Make the navigation of its website more user friendly.

Provide monthly updates with programs through e-mail or make SEAs aware of website updates.

Satisfied with the service at this time.

The state contacts should have familiarity with the state's Accountability Workbook and should be responsive when questions are asked. We are still waiting for word on an amendment to our Accountability Workbook that was requested in mid-February. It is now mid-July, with no word.

Title I Part A: We need non-regulatory guidance for Targeted Assistance programs and guidance on serving virtual schools.

Web site still 'clunky.'

Web site update so information is easier to find.

CUSTOM QUESTIONS

Q9. What can Title I program staff do over the next year to meet your State's technical assistance and program improvement needs?

Best practices - shine some light on these.

Continue the services now provided.

Continue to host webinars when new guidance comes out or new policies.

Continue to provide timely updates and clarifications.

Continue with the technical assistance and keep us updated on the reauthorization discussion.

Develop a national Title I 1003g application and data collection system.

Do a better job in providing charts, guidance or webinars on how Title I, Part A, School Improvement 1003a and 1003g and Race to Top can all be coordinated for better use of monies.

Focus more on program quality and impact.

Greater accessibility to the program staff assigned to the State rather than speaking with various program staff. Provide smaller regional training sessions.

Host regional meetings.

Keep providing timely and worthwhile updates and information.

N/A.

Needs assessment on topics. Links to other states with excellent practice in place.

Provide exemplars related to effective implementation of regulations that vary across rural and/or urban states/districts.

Provide more info on integrating technology with the usage of title I school, i.e., virtual school.

Provide specific guidance on the Title I targeted assistance program that is separated from the recently released ARRA guidance.

Rather than everyone accessing individual directors, why not assign a USDE personnel who would be the one-stop contact for that state. This individual would follow up with USDE directors if responses are not timely.

Review your guidance documents; some pieces could be shorter and more succinct. When you are viewing something as black and white, say so - SEAs and LEAs can handle direction. Use care with examples to avoid the reader thinking your example is a hard expectation when it's an example. Also, when you use outside providers for TA, be clear that their research and conclusions may be valid, but may not yield appropriate implementation strategies for a specific program.

See previous.

Share effective practices from other states.

Start webinars and conference calls on time. Make sure the topics have relevance.

Work with state Title I Directors to determine what TA and program implementation needs are important to them and what information needs to be provided in these areas.

Q10. What additional services could Title I staff provide that would help you? (For example, information posted on-line, etc.)

Alerts of new information posted on-line.

Can't think of any at this time.

Create a searchable database for FAQs so that it's easy to find the answers to the questions you have rather than sorting through large documents.

Current guidance on TAS, Use of Funds, Technology.

Develop common tools for common problems.

Easier website review.

I have heard that you are reorganizing the website; I look forward to that.

I still find the web site difficult to navigate since it is so large. Wish I had something specific.

Make it easier to find things on the website--perhaps having an A-Z listing, i.e., if I want to find a policy letter on a specific thing, I could go to P for policy letters then have another A-Z list to find the specific topic I am looking for.

More video conferencing where the federal staff can be seen as well as heard.

N/A.

Provide short presentations outlining critical components of the regulation, that the SES could link to and share as part of our own TA.

Quarterly webinars Reauthorization Updates via email.

Reorganization of website, monthly or quarterly webinar updates.

Unsure at this time.

When letters come from different sections of USDE that contradict Title I regulations, clarification needs to come to Title I Directors - so that we know that even though it is not in regulations, they have been overruled by a different USDE section and that we can do the same.

Q11. Title I staff is revising the monitoring process. Please share any comments on how to improve the onsite monitoring process.

Allow SEAs more options for dates.

I had both a title I and SIG review. I prefer the model used by SIG. The feedback was much more beneficial and removed that 'gotcha' feeling.

I think staff turnover should be addressed within State agencies. It would be good for USDE to explore the connection between high turnover and poor program operation.

Identify common elements across programs and only monitor these once.

Knowing/sharing the rubric ahead of time.

Limit the focus to priority areas. Consider the time it takes to prepare for a monitoring visit and the SEA and LEA capacity. Ensure the experience and qualifications of consultant monitoring staff.

Monitoring Process was a good experience and provided a large amount of technical assistance before during and after the visit.

N/A. (2)

Perhaps use Title I directors from other states to participate in visits.

Please do not combine McKinney-Vento and Title I. Too much.

Pre-visit - provide clear information on documentation needed and on the process/procedures of the monitoring. Work with the states to determine the school districts to be included in the review. Consistency is always an issue - different monitors bring in their biases - set clear, consistent expectations of monitoring team.

Provide TA on ways to improve practice. Understand who at each state agency has the expertise to share with other states in need.

Provide the monitoring document well in advance of the monitoring visit.

See the earlier comment about monitoring.

The on-site process seemed to work fairly well. Asking for documents ahead of time from the SEA and LEA is useful. Scheduling travel and visits gets quite complex, so one point of contact for scheduling as far in advance of the visit is important. Please keep at least a 3-year monitoring cycle rather than a 2-year cycle. The amount of work to prepare more frequently takes away from the work needed with the LEAs.

We are up for monitoring soon so no comments yet.

English Language Acquisition State Grants/Title III State Formula Grant Program CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Difference or Disability by Dr. Collier - SPED and ELL.

None.

OCR and OELA agreeing on interpretation of services required.

The integrated monitoring has been a step in the right direction. For a couple of years, the Limited English Proficiency Partnership meetings in DC that included Title I and Assessment folks really helped advance discussions of the relevant issues.

Q20. Please describe how ED could better use technology to deliver its services.

Use of video technology could help personalize the experience. It's often hard to know who is on the conference call and that can be a problem.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Not sure; handled by another department at my agency.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] ability to get answers in writing to the state.

[Name] has been an outstanding provider of technical assistance and support to SEA Title III Directors. She is 100% reliable in promptly responding to needs, always providing very clear, accurate, and well-thought-out information.

[Name] has been very helpful in answering questions in a timely manner.

All questions are answered in a timely manner.

Clarifications RE Private Schools and ELL and Special Ed. The staff assigned to our SEA is very responsive, knowledgeable and accessible. Thanks [Name]!

Conducting two webinars to LEAs in collaboration with USED; providing face-to-face technical assistance to LEAs at our Title III conference.

Consistent prompt responses to all e-mails and telephone calls.

Customer experience has improved tremendously.

Everything was good. Specially the support or [Name] at the USDE.

I had the unusual opportunity to travel with the USDOE Title III Team on a monitoring of another state. I was extremely new to my Title III position and learned a vast amount of information in a short amount of time. It helped me gain a much better understanding of the purpose behind Title III and the USDOE Title III Monitoring Teams effort to support that mission.

I have been working with [Name] for over 5 years and have been provided a great deal of support beyond expected. During the last 12 months, our most challenging issue was the USED Audit visit and [Name] held our hand all the way making the process smooth and as stress less as possible. Her attention to details and wonderful personally is commendable.

I think that in general our interactions with our liaison have been our best interaction on an ongoing basis. She is very responsive to our needs and questions. It is helpful to have this personal contact and to feel that we are able to work with her and access her as needed.

I think the Title III staff, for the most part, handled the onsite review of our State program well.

I was able to present a webinar along with my Federal Program Staff to the LEA's in my state.

I was looking for my grant as we have a new superintendent and my Title III grant had not made it to me, and [Name] scanned and sent it to me after I called and also did it for her other states as well.

Immediate response and letting us know that she will research our question. Very quick in responding.

Many questions have come up over the past year related to AMAOs, preschoolers, and immigrant education --to name a few. There is not one particular instance where I would call one situation the best customer service because [Name] is always responsive to any question that I or my staff have posed to her. Even when she is out of the office she will always make it a point to get back to us immediately. She

always provides excellent customer service - making herself available whenever we need her. I have worked with [Name] now for seven years and her attention to our needs was superior then and remains superior now. The best customer service is when you can rely on someone to get you correct information quickly and we can always rely on [Name].

My email was acknowledged and the question is being looked into.

My program officer and I hosted a joint webinar for my LEAs.

My program officer provided me with very beneficial technical assistance on how to use Title III immigrant funds in a way that allows us to implement a discretionary program that targets high school immigrant youth.

None.

On several occasions we requested technical assistance on the provision of services to ELLs who were also Sp.Ed. Students; OESE staffs worked collaboratively in providing us with guidance.

Our state recently received its scheduled Title III monitoring visit. The program officer, [Name] provided the pre-site visit document checklist well in advance, worked with us when we needed to make adjustments to the schedule, and was very professional in all aspects of the monitoring visit. The visit itself was cordial, but also helped me to see the areas that needed improvement.

Pretty quick turnaround on a review of guidance I developed for distribution to districts. Program contact got input from various ED offices, resulting in a thorough review of my document and good guidance for my districts.

Received an answer to a question via email within an hour.

Received guidance on allowable use of Title III funds within 12 hours, both by email and by phone ([Name]).

The monitoring visit in my state was a great experience. I learned so much and the reviewers were so knowledgeable and helpful.

Their webinar targeted new SEA Title III director's was really helpful. Also, [Name] (our contact person from USDE) always responses my questions really quickly, that is very helpful.

Webinar on translation services - legal requirements and guidelines.

Webinars and face to face meetings at TESOL and the CCSSO meeting.

Webinars on a monthly basis.

Working with [Name] and [Name] has been exceptional. They know us personally and not only provide information, but help us through different situations as they arise. We look upon Ruben as a partner more than as US ED employee.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Can't think of one.

Conflicting AMAO accountability information.

Haven't had any bad experiences.

I cannot say that I have had a 'worst' experience.

I cannot think of very much bad experience, but sometimes, beginning of the webinar, seemed to have some technical difficulty, so starting time for the meeting delayed.

I haven't had any bad experiences.

my email was acknowledged and the question is being STILL almost a year later is being looked into

N/A. (2)

No 'bad' experience, really. Wish the webinars could be longer, allowing for more questions/input from States - and would love the PPTs beforehand.

No bad experiences.

No face-to-face meeting time.

None so far.

None to report.

None.

None. (4)

None. I just hate that we do not get to create networks with our Title III counterparts through the DOE. I would love to hear it from the DOE perspective to ensure that we are on target or not.

Poor information on standards and assessment.

See above.

Sometimes the amount of time that we have to wait for information causes a domino affect here. I understand that this is probably due to the bureaucracy on your end.

The HLS webinar that started off by saying that they would not be addressing issues with Native American parents using the HLS. This is the most contentious issue in my state and one of the only questions that remain about the use of the HLS.

The worst experience I had was trying to prepare for a USDOE Monitoring Visit with less than a half a year experience in the position. It turned my life and my family's life upside-down as a worked nights and weekends to try to prepare. I can understand the need to get the program in order quickly but I can never regain my own daughter's kindergarten year.

Trying to get a definitive answer with supporting documentation about who pays for testing of private school children for ESL services.

Very little to no contact from Title III staff.

Webinar on OELA and Title III offices.

Q38. Please describe how ED can improve its service to you.

Be consistent with rulings and findings and guidance across all states. When a ruling is granted to one state – give notice to all states. We find out when we bump into each other that depending on who

monitored a state a ruling is different for different states. One state gets a finding for something that was not a finding in another state. Some states get exemptions and others do not – and we don't even know what states have what exemptions.

Better integration of programs. Be a stronger advocate of accurate assessments of ELLs content knowledge. Become a proponent of the models of providing ELL instruction - ED doesn't need to come out as in favor of Bilingual or ESL - just needs to provide guidance in how best to implement each. Be a bigger part of the discussion regarding school improvement and turnaround.

Bring us together.

Contact periodically to ask if there are areas of concern, challenges, questions that USDE can help with. In other words, be proactive in offering assistance and help to SEAs.

Having been the State Title III director for seven years now, I think it is important for the Department to bring directors together. We have greatly appreciated the webinars over the past year - they have been a success. However, that does not take the place of face-to-face contact with the Department. We need to have a directors' meeting, hopefully, during 2011. Many issues need to be reviewed such as Reauthorization, alternate ELP assessments for ELLs with special needs, any new reporting requirements or the next round of federal monitoring and let's not forget the Common Core (CC) standards and how they relate to ELLs. Title III directors have heard that Stanford has been funded to draft ELP standards aligned to the CC standards and the awards for the next round of English proficiency tests have not even been awarded. This is a concern to Title III directors. What is the Department's take on this? We are delighted that Dr. Barrera has been appointed, but the Title III State Formula Grants group is still in the OESE office. When will this group get moved back to OELA? Lastly, many Title III directors are new. I once served as an NCELA Technical Advisory Group member. One recommendation was to have some sort of institute or training (which could be done at a federal directors' meeting) for the new directors along with ongoing mentoring provided by pairing the new directors up with a veteran director. There are just some thoughts, but more could be shared at a federal meeting. Thank you for the opportunity to share some thoughts and concerns.

I am grateful for the technical assistance that the Title III has provided. I know they are a very dedicated group of individuals who have the rights and needs of the English Language Learners at the center of their efforts. However, I would hope that there would be a way to openly ask questions without the fear of drawing negative attention to our state. I think we are all aimed at the same target but the ability to openly ask questions and seek clarity when interpreting the law without the fear of saying the 'wrong' thing may need to be established. I would also like greater guidance in how to best serve the needs of our EL/SPED population. Also a greater sharing of what is working around the country in the way of professional development and EL Programs. I would love to learn what is working in other areas and how they implemented the idea. I realize what works in one area might not work in another but I would value learning what is working in another area so that I might adapt it to our state. Thank you very much to the USDOE Title III Team. I know they are truly exceptional individuals and appreciate their dedication.

I am ok with the services.

It would be nice to have additional training for new SEA directors from ED's viewpoint. Many times SEAs do not have anyone within the agency who knows the program requirements well enough to serve as a mentor for incoming directors. ED workshops for new directors - not just a webinar - would help SEA administrators develop the critical thinking skills needed toward managing the programmatic areas as well as the budget/financial parts of the Title III grant. The webinars are great for information dissemination, but don't allow the participants enough time to talk/discuss and clarify understanding.

It would be very useful to know how other states implement their Title III programs; for example, the use of Title III immigrant funds for discretionary programs and other states' AMAO targets.

Keep EDFacts changes to a minimum. Provide an annual Title III director's meeting. Move Title III back into OELA.

Make website easier to navigate (e.g., by Title program). Make civil rights law regarding English language learners 1) easy for SEA and LEA administrators to find and 2) easier to understand its implications on the local level.

More frequent and timely webinars.

More money and more specific guidance on the laws in the red book that we are supposed to interpret and apply to our state.

Much more information including webinars, letters of information, technical assistance documents needed for Title III subgrantees.

Provide updated resources on NCELA website provide guidance in the interpretation of T III legislation
Conduct an annual meeting for Title III directors to provide guidance, address pressing issues facing ELLs; discuss ESEA-related topics, assessment and program designs issues

Regular meetings for SEAs/Title III directors. The webinars do not offer opportunities for networking with other SEAs. TA type webinars should be produced and posted online so that SEAs can use them in whole or part with their own LEAs. Webinars that are more like a staff meeting for the SEAs would not fall into this category - they should not be recorded so that SEAs can share freely. Also, SEAs should be able to ask questions and share with ED staff honestly without the threat of monitoring sanctions. If this office continues to be the monitoring arm of Title III, TA should be handled by another agency. Coaching and Evaluating should not be handled by the same entity.

There are so many documents and names to familiarize oneself with, not to mention policies and procedures. I would like to see laymen's terms for all of the laws and a system of accessing online information that is very streamlined.

We need a better organized website with documentation that gives us written advice to share with LEAs.

CUSTOM QUESTIONS

Q9. What can Title III program staff do over the next year to meet your State's technical assistance needs?

1. Provide a federal face-to-face meeting in DC. 2. Continue with the webinars. All the topics covered this year will most likely be needed again next year. 3. Shed some light on Reauthorization. 4. Provide clarity on the next round of monitoring visits.

An annual meeting for Title III SEA directors is needed. Also, face-to-face meetings by regions would be great.

Be available to present at statewide conferences where a large audience of Title III grantees are present.

Continue as good as this year.

Continue to clarify statute, continue to provide letters to states, continue webinars with SEAs.

Continue with webinars, and archive them for those of us who cannot be present.

Everything we have requested from [Name] we have received. The only request is for [Name] not to give up New York State.

Get the same guidance in writing apply this same guidance to ALL states. Inform states of a resent allowance granted; ask a state if the same allowance is wanted/requested.

Give more direct guidance on the findings that states are receiving.

Have a face-to-face meeting at least every other year so that we can develop partnerships with our counterparts in other states and DC.

Have a Title III Directors Meeting.

Have much more contact with states via more webinars, conference calls and technical assistance documents. Compared to other grants, such as Homeless, Title X, very little support is delivered by the Title III office in SASA.

Hold an in-person conference for State directors - critically important!! Extend length of webinars; provide their PPTs for webinars in advance. Provide a 'common monitoring findings' training.

I have talked with my State's Title III Program Officer at USDE about preparing and holding a joint webinar with Title III Coordinators in my State. This would be very helpful.

Improve delivery, especially by having an annual meeting for Title III.

Maintain the monthly webinars.

Maybe when there are online sessions give us more question times. Also a few of them have been kind of boring and routine.

More open communication. Guidance on EL/SPED. What's working in other states.

provide more national conversation using KIVA and open forum.

Provide TA on instructional components of Common Core and ELLs.

Provide the PowerPoints and talking points of the webinars. It is impossible to write all the information given during these webinars.

Refer to response to previous question.

See previous comments.

So far, all is going well. I can't think of anything at the moment.

Survey state directors re: ideas for webinar topics for the upcoming year; also provide answers to frequently-asked questions from directors to the whole group.

The Title III program staff has already made recommendations to me that will assist with TA needs.

Q13. Please share any comments on how to improve the Title III onsite monitoring process.

[Name] did a great job in preparing us and meeting with NYSED SEA and LEA staff to make sure we were very well prepared for the visit. We had the pleasure of having Dr. Barrera visit us for 2 days. All paperwork was sent electronically to USED. We also liked the fact that we had some individuals from another state that shadowed during the visit. I know that we have to follow USED policy to not have SEA invite USED staff for dinner, but we would like this requirement to be waived. We enjoy working with them and it's our way of saying thanks for all the support they give us. We would much appreciate you reconsider this issues.

Also include in the findings accomplishments/areas in compliance not only emphasize on the areas of non-compliance.

Don't select someone new to the program for monitoring within the first year. Possibly a technical assistance visit would be more appropriate.

I found my onsite monitoring to be a positive experience and have no comments to make on how to improve it. The monitoring team was friendly and professional and I felt my program was supported.

I received very little technical assistance prior to the monitoring. It would have been nice to receive the TA before being written up for items that I was not clear on or the federal rep was not able to explain clearly.

I was not here when we had USDE monitoring last.

Mandatory participation by some appropriate SEA administrators (in addition to the Title III director) so that they can learn more about federal requirements for ELLs and their importance in supporting the Title III state grant implementation.

No suggestions at this time.

Our state was monitored last during the 2008-2009 school year. Let states know what the new schedule will be at a directors' meeting. Our visit was helpful and allowed us to improve our SEA services and practices.

Provide the SEAs with a self-monitoring tool....easier to manage than the documentation list.

Recognize strengths as well as areas of weaknesses and noncompliance. The implementation of Title III has been multiple-layered as states implement standards, assessments and accountability systems that were not in place prior to NCLB. The monitoring process should recognize the implementation of these various 'layers' as achievements and help states to refine them so that they continue to meet the needs of students.

Reconsider use of outside contractors if they are currently employed as Title III Directors.

Restore visit to at least one school to observe instruction.

Should be needs based and not tied to minute points. We need more in the way of general guidance. Program officers should be familiar with documentation that has been previously sent in.

School Improvement Fund

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

Integrating Race to the Top plans within ESEA program requirements - how to ensure ingenuity while remaining compliant with the complex requirements of ESEA (especially Title I school improvement requirements).

The Colorado Department of Education.

Q20. Please describe how ED could better use technology to deliver its services.

Web conferencing should be more than reading a PowerPoint verbatim. When questions are asked, response is limited to what is already stated both in the power point and verbally. When one doesn't understand the response and asks a question about it, the response shouldn't repeat the same before. For example, one state $2 + 9 = 11$. The question is what if it was $3 + 9$? The response is $2 + 9 = 11$.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] always responds immediately and has answers for questions. He does not repeat the code, but he explains the code and requirements.

Able to contact evaluation expert immediately and received very useful information.

After three submissions of the grant application, someone finally decided to get in touch to help me complete the application according to their expectations. This was the best, which is pretty bad.

I found the monitoring visit to be the most constructive, because the focus was not on 'Gotcha', but on providing technical assistance along with the required monitoring.

In June 2011, [Name] brought the RTTT expert on teacher/principal evaluation into a conference call with our state team to address areas of concern. While we didn't reach a solid resolution, this is the level of access we have had to the ED. On multiple occasions throughout the SIG, [Name] has brought his team together to provide a comprehensive response to our unique needs. We are extremely appreciative of his support.

Individual staff member walked me through comments and possible revisions on the SIG application to facilitate the most efficient and timely review and grant award.

It is difficult to identify one experience. [Name] has been extremely helpful in responding immediately to questions and requests. In addition, USDoE staff members were professional and supportive throughout our state's monitoring visit.

Opportunities to discuss issues and questions with Dept staff at meetings like NASTID (National Association of Title I Directors).

Prompt replies to e-mails and phone calls.

Prompt thorough responses are provided to all requests; templates are provided to expedite request/response procedures (e.g., waiver guidance and templates; if errors/issues are discovered/determined in SEA processes/implementation), USED staff extremely supportive in reconciliation process.

Providing opportunities to meet with other states to discuss SIG challenges.

Received quick and helpful responses to all questions addressed to [Name] in reference to SIG guidance as well as other consultants within that office.

Technical assistance in completing the application.

The opportunity to interact 1-1 with staff in a free-ranging conversation. Picked up lots of ideas and tips. Felt that I could explore ideas and get solid advice without worrying about 'crossing some line' with the federal officers. The opportunity was to have the conversation.

The Student Achievement and School Accountability (SASA) personnel have been extremely responsive and helpful. My calls and/or emails have been answered quickly. In fact, I almost feel like I'm the only State they have. [Name], in particular, is considered a guide and mentor to our staff.

We had a conference call with the SIG specialists-[Name] and [Name]. They were thoughtful in their comments and very helpful.

Well written guidance documents.

When working on the SEA SIG application, several phone conferences took place about getting our states application approved. They were very helpful in their guidance and it was finally approved.

Willingness to conduct conference calls with SEA and LEA reps to solve LEA specific issues.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Delay in getting an answer to a question that was time sensitive thus creating a credibility issue for the SEA office with the LEA.

Excessive delays in processing state grant applications.

Having missed the shift in funding purposes for the 1003g funds. We missed this all together and still aren't sure if we just missed it or the shift wasn't appreciated for the impact it might have on current programming.

Long delays for state plan and approvals, which negatively impacted the state's ability to implement the program in a timely manner.

N/A. (2)

No negative experiences

None.

Policy people need more experience in the field so that when you ask a question you get a 'for real' answer. Earlier this year, I had a conversation with a group at USED and one of the people in that group was very, very rude. I complained to that person's supervisor. Again, policy people need to see more than black and white, sometimes there is grey, blue and even red.

Receiving SIG funds and grant approval after the school year had already started resulting in delayed funding to the state's most at risk schools.

Reviewers for one version of the SIG application did not have complete information that had been submitted to ED staff. It created additional work to sort it out and get the final review completed.

Sent several questions via email that went unanswered.

Several emails have gone unanswered.

The 1003(g) application review and approval process.

The SEA application review process for the SIG program continues to be unpredictable in terms of individual reviewer expectations, time required for USED approval and release of materials. Though USED promised swifter review and approval, and our state submitted the application ahead of the deadline, it still took 4 months to get approval with many minor revisions requested by various reviewers. This in turn delayed our ability to make grant applications available to our eligible LEAs.

The worst experience was the time it took to have our School Improvement Grant in final approval status. However, the SASA school improvement staff, especially [Name] and [Name] were very helpful in this process.

Trying to get my state SIG application approved. While USED staff is always helpful, there are long waits in between each requested revision. I am still waiting to get final approval.

We have not had a bad experience thus far.

We have only experienced positive interactions from all staff related to SIG.

Q38. Please describe how ED can improve its service to you.

Be clear about SIG grant explicit reviewer expectations up front and then stick to them.

Be more responsive to email; arrange for ED staff to have access to email when away from the office; require ED staff to use out of office messages on phone and online.

Continue providing support in a variety of formats (electronic, face-to-face conferences, publications) and continue to be accessible to SEA personnel.

Continue to be responsive to phone calls and emails; continue to provide comprehensive guidance, FAQs, webinars, etc. Streamline process for review and approval of major new grant opportunities and provide appropriate waivers so that states can make the best use of the funds as intended.

Continue to provide more opportunities for webinars, email updates and face-to-face conferences.

ED FACTS was a confusing process initially. I can't say for certain this was due to the directions or the lack of understanding of our ED FACTS coordinator within our own agency. Generally speaking, the report was not exactly organized in a clear, concise manner.

Improve the process of reviewing and approving applications. Do not force states to apply annually for funding without a good process in place to review and approve them in a timely manner.

No suggestions for staff working with SIG.

Simplify grant requirements, e.g., definition of lowest-performing schools.

Standardize the SDIG application process. Time and capacity is extremely limited. Spending less time spent reinventing the wheel or trying to figure out exactly what is needed would be very helpful.

Streamline information on the website Approval of NCLB waiver requests as quickly as possible. (The school year has already started for many of our systems so any waiver of PSC and/or SES will be implemented with a great deal of frustration for parents and for state, system, and school staff.)

The entire SASA team has been extremely supportive and helpful whenever we are in need of technical assistance. The team is knowledgeable on guidance and a valuable support to our department. ED can improve its service to our State by continuing to provide informative podcasts and Webinars on fiscal and programmatic issues.

The guidance document for SIG is an excellent example of how guidance should be provided in written format. There are enough examples given that one can understand the application of the requirements. Keep policy people with limited experience in the field of education away from SEA staff who are dealing with reality.

There is a great deal of variation between the offices at ED and the quality of their services. While SASA and the Title II office generally offer timely assistance and high quality guidance, other offices (such as OVAE) offer virtually no technical assistance in writing or through sessions (on line or in person).

Timely responses.

Updating the USDOE's website to find services would be great.

CUSTOM QUESTIONS

Q6. What can Title I program staff do over the next year to meet your State's technical assistance needs regarding SIG?

Allow time to interact with other states for best practices.

Assist with product development of some of SIG's key components.

Continue partnership with Center for Innovation and Improvement; excellent resources.

Continue partnerships with groups like National Center on Time and Learning. Provide consistent and transparent answers on SIG questions / issues as submitted by state directors.

Continue providing opportunities to learn about successful practices in other 'like' states.

Continue their good work and with the assistance of additional staff (one can hope), be more available.

Expand upon the guidance to include examples and non-examples of appropriate activities to be included in the SIG application submitted by the LEAs.

I believe the new SIG technical assistance initiative will provide greater depth of knowledge of SIG. Allowing SIG directors to visit other states will be extremely helpful and will support the efforts in our own state.

Learn how to deliver TA like [Name].

Minimize changes to the program and the state application process that delays grant funding. Continue to provide assistance in key areas of implementation through webinars, guidance, regional meetings, and comprehensive centers.

Provide a networking program for the states to utilize.

Respond quicker to corrections.

See previous answers.

Share pertinent information about successes and best practices.

Specific areas of guidance: On financial incentives, teacher evaluations, and effective use of increased learning time. On-site tours of successful schools. More regional conferences targeted to SIG and with adequate numbers of slots for interested district teams to attend.

Speed up state plan feedback and approval process. Share examples/materials that have been successful and/or beneficial to program implementation in other states. Otherwise, SASA does provide a great deal of support through it's clear and comprehensive guidance and meetings (virtual and face-to-face).

To some extent it seems timing of things have not corresponded to the reality of school calendars. The SIG award for 2011 just came out, but the letter to the CSSO was not clear about when the funds will be available or whether it represented funds to be used in a new cohort. Additionally, guidance is taking too long to reach the field to make timely decisions. For example, the guidance on teacher/principal eval. is pending release. Our SIG districts are beyond the negotiations with their unions thus will need to go back possibly after the guidance is received. I know it is challenging but someone this has to be prioritized.

Monitoring of other states and sharing the findings was helpful. We have not heard any word for 11-12 which states will be monitored. Sometimes, revisions to the guidelines do not get widely disseminated. For example, in June, I learned from our state teachers union the guidelines were revised in February 2011. I did not hear of this revision from ED, the nationally funded centers, or via CSSCO. No one on our team was aware of the revision.

Q8. What can ED do to improve the application process?

Allow ED staff sufficient time to prepare full guidance prior to the application process when a program changes (rather than having to publish many versions of guidance during the application period).
Speed up the feedback and approval process.

Allow states to continue to award SIG grants under the currently approved application until the law changes or unless the state requests to amend its application.

Assist the SEA in approving the application in a timelier manner.

Create an online SIG application. Simplify the application process.

Have a webinar to explain sections of the application.

Hopefully, USED now has a good sense of what it wants/needs in the grant application. IT was tedious to have to renegotiate the business rules a second time.

More clarity on the use of technology - what is or is not permissive.

More technical assistance.

Provide more time to complete.

See previous.

Standardize it. Create a boiler plate that contains all of the required components. If states want to deviate from that, then that can be submitted for review.

States submit multiple plans for improving student achievement. Just as states ask systems and schools to complete comprehensive plans that include multiple funding sources with the same goals but different activities, ED needs to consider a more streamlined application process based on comprehensive / coordinated planning efforts at the state level. Silos of information, processes, and procedures still exist that create huge barriers to real change.

The guidance document was very informative. The web conferences were not. Too much reading of the guidance document and not enough explanation.

This past year went pretty smoothly. Appreciate the attention to detail and quick responses.

Q12. Please share any comments on how to improve the SIG onsite monitoring process?

I found the process to be extremely helpful. Staff helped clarify understanding of regulations, but also recognized successful practices onsite.

It was a good experience.

It went well and provided a structure for our state to replicate.

N/A.

Reasonable advance notice of the visit date and approve electronic submissions of documentation prior to the visit.

Enhancing Education Through Technology (Ed-Tech) State Program Education Technology State Grants

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

SETDA's State Team initiative. SETDA has hosted a number of regional state meetings where different program offices from each state meet to identify areas of common concern and develop action plans to cooperate.

The officers brought in some staff from Title 1 and from special education (I think) at one of the early meetings related to the ARRA funding.

There has been a consistent disconnect between this office and the needs of the field. Misinformation given out along the way can be attributed to the demise of the program. I do not think I would still have a state level job if info from my office occurred like this ED office.

Q20. Please describe how ED could better use technology to deliver its services.

An ongoing wiki for communication between states where ED could monitor to provide guidance.

'ED' persists in holding f2f meetings at large expensive conferences assuming that state participants can attend. Then, when asked to use technology to connect the state directors that are not able to attend there is no response to the requests and no use of technology to share the information. How ironic that the USDOE technology department does not use technology to share the seemingly important information that the USDOE technology staff travels to the national conferences to deliver.

It would be helpful to have information posted ahead of time. I realize much of what is considered posted late is due to decisions made at a late date, but I'd like to see more long-term leadership and guidance. It would be nice to have a chat site for USDOE Ed Tech people to respond in real time to questions day-to-day. I cannot get responses back from email or phone messages.

Regular communication, leveraging webinars and virtual meeting resources.

The meetings that we had with ED (Title IID) were not very inspiring. It was one of those things that you felt you had to attend just in case but also one of those things that you were pretty sure was not going to provide very much new information.

Videoconferencing to reduce travel to WA DC.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Email.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] has been a pleasure to work with. When [Name] is available, she is very responsive.

[Name] has been extremely responsive to my few questions that I have asked her. Other than her responses, the state meetings that have been coupled with SETDA/ISTE meetings, and staff from ED guesting on SETDA webinars, I have had little contact over the past 12 months with ED staff. Any time I work with [Name].

Clarification of guidance with legal input.

I don't have anything to report.

I have received timely and useful responses to me email questions for the past year.

In January, I was able to Skype with my USDOE Fed Rep, [Name] and [Name]. The video phone call was VERY helpful to help me get started in my new position.

Listening to concerns, but not having the ability to control outcomes.

N/A.

Quick response to an urgent question involving funding and program usage.

Telephone calls and quick responses.

There has been none.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Any time I sit in meetings conducted by [Name].

As a follow-up to our January Skype conversation, I have not received any replies to email and phone messages.

Every time a person asks a question, the answer is usually vague, we don't know, or it changes.

Getting final regulations and making the old regs fit the new process.

Late guidance on EDEN reporting requirements for computer counts has made it impossible to implement the new data elements this year.

Listening to concerns, but not having the ability to control outcomes.

My e-mails to the department for assistance have not been acknowledged or answered. SETDA is the proactive, responsive group that assists the field.

N/A. (2)

None that I can think of.

Nothing to report.

Question after question not being answered for long periods of time. In meetings, messages are disjointed and unclear.

The EDEN survey. Supports IE only. I haven't used IE in 10 years and don't have access to it. There is a great need to support at least 2 browsers for any information collection.

We were told to visit the Title V web page on the DOE website for guidance on how to close out the Enhancing Education through Technology grant. I have been unable to find this information. In fact, it is very hard to find useful information on the DOE website.

Q38. Please describe how ED can improve its service to you.

All documentation provided to state should also be provided electronically. Many times documents are provided only in hard copy, which is difficult and cumbersome to share/post/ redistribute. All documentation should be available electronically. In addition, meetings should be accommodated via web related tools, as a technology related program, we should better leverage technology tools to model what we expect within the program. Having the capacity to accommodate electronic resources, web based meetings, archiving meetings should be a minimum expectation that would be a great resource for sharing, distributing the information as well as provide for remote participation.

Assure evaluation process is well-defined prior to roll-out of program activities and available to participants as they shape essential program design to accommodate evaluation components.

Better meetings when we are convened.

Collaborate between ED Departments to model partnerships between programs.

EETT has not been refunded mainly because of the work not done by ED. If they had developed evaluation measures when the program was first implemented, then there would have been data to support the importance of the program. Instead they gave excuses over and over.

Fund ED tech programs and create clear guidance to state chiefs on how to support ED tech changes.

Have stated dissatisfaction to national association. Do not know how to file a formal complaint.

I like the EDEN and movement towards making all documents digital. I find it hard to navigate the Ed Tech web site. It would be helpful to have responses from inquiries I have made relevant to my specific program (EETT).

I think that it would be good to have US ED support compliance but strive to support innovation in education among SEAS.

It would be helpful if the information on the ED website was current. For example, each state should have access to the amount awarded each year of the program. From what I can see on the site, ED displays some information but not for every funding year.

Maybe more on line videos describing the requirements and processes.

More timely information about reporting requirements. Funding for educational technology.
N/A.

Provide program guidance on a timelier basis.

CUSTOM QUESTIONS

Q8. Please describe how your working relationship with EETT could be improved.

1) Respond to e-mail requests for information. 2) Stop relying on f2f meetings at SETDA/national conferences for relay of information. 3) USE technology to share that information - Go to Meeting/Webinar/ADOBE Connect/Skype, with the program in such severe decline over the last few

years, travel to meetings and conferences has been severely cut....use technology (not just e-mail) to communicate.

Forward thinking.

I came to my current position in 2009--it would have been nice to have someone from US ED talk to me--welcome me to the role, offer to mentor and tutor me in the range of responsibilities and options for executing a great grant program. I really don't feel like I know that folks at US ED and I don't think they know me. I have no sense of whether they think I'm running the program well or poorly.

See beyond DC and all the rules and regs. Remember we work to create a better life for the kids in our state. The evaluation report was a flawed mess and we have to do it 2 more times. Reconsider this. Shorten the eval process to get to the heart of what worked and what did not. Ed tech staffs are dwindling but the work increases. Something is out of balance for sure.

Using technology to help communication efforts, beyond just email (since I don't receive responses). Maybe a chat or forum site? SETDA helps a lot.

Q9. What can EETT do over the next year to meet your state's technical assistance and program improvement needs?

Be more specific within the measures needed to validate the EETT (or ATTAIN) program. There is enough data to establish a baseline - now is the time to assign growth models, with input from the state chief school officer, tailored to each state's independent need involving technology literacy and integration (to include viable and relevant PD). Tie the EETT (or ATTAIN) growth to the ISTE NETS-S performance indicators is a good beginning.

Connect us with other ED Programs.

Continue to be visible and available for program assistance. Provide guidance with EETT close-out procedures.

Deliver more timely guidance on reporting requirements. Funding for educational technology.

Ed can reconsider the requirements of the program now that funding has been eliminated. Provide timely information regarding close out of the program. I understand that some states have carryover funding however there are some states that do not and would like to begin understanding what is necessary to close out the grant.

Enforce may be a strong term, however, Title I and IIA definitely need a clear understanding of instructional change in the classroom using technology as well integrating into the curriculum.

Find funding to replace the whole created by removing EET.

Fund the state positions that are required to provide these services to schools.

I can't think of much with the elimination of EETT. However, I think it would be very beneficial to bring the program officers from other programs together with the EETT program officers to a mini-conference so that the power of technology to improve their programs could be demonstrated and plans made to help with implementing a clear vision of technology to improve teaching and learning through all federal programs.

Provide clear evaluation expectations on a timelier manner.

Provide guidance and leadership, long-term, on how Alaska might step up as a national model for rural education.

Provide guidance to make a graceful exit and shut down the program.

Streamline or eliminate the huge evaluation report due in December. The state profile reports took everyone by surprise. Was like being blindsided. Lots of time and energy was spent to discover it was being evaluated in a very different manner and could reflect poorly on our performance. Times are tough for states. Don't add salt to wounds but offer some healing balm. Ask us what would be reasonable and fair. Compromise. This is the time to do it, if ever a time.

The level of effectiveness related to providing state technical assistance and support has improved. Some of the n/a questions are simply due to the fact that we have not had interactions or situations requiring technical assistance. The EETT program staff has been supportive, but has been engaged on mostly reactionary level vs. a proactive level.

The program is going away so why bother.

Very little since funding has been eliminated. Just make it easy to close out the old grants and let us move in the new directions and initiatives.

Rural Education Achievement Program (REAP)/Small, Rural School Grant Achievement (SRSA) program

CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Every time I have been invited to attend a Webinar, I receive a message that the webinar has been cancelled.

Q23a. What reporting system do you use for reporting accountability data? (Other)

G5 - Department of Education.

State dept. NSRSS.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

EDEN staff helped me obtain a new password.

Have not had an experience.

Have not had one.

I remember two times: both times the young men who helped were wonderful. I wish I had written down their names to give you. They were very helpful and never rushed me.

If and when I need to call, I have always received excellent customer service.

Immediate and informative response to email requests for information.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Called staff and could not understand him because of his accent.

Have not had a bad experience.

Have not had an experience.

Have not had one.

N/A.

CUSTOM QUESTIONS

Q5. Please provide any comments about the REAP program office answering your REAP/SRSA-related questions.

Contacted only a couple times.

We generally read the guidance to answer our questions.

Q9. Please provide any comments about your one-on-one consultations with REAP program officers.

We have not had any one-on-one consults.

Were very professional and helpful; again I had only limited contact.

Q16. Please provide any comments about outreach and targeted technical assistance provided to you.

I am satisfied this was/is a program of effectiveness and easily managed. The burden of compliance more manageable than with many other programs.

My secretary has called once to reset a password. She said the people assisting were very friendly and helped her immediately.

Comprehensive Regional Assistance Centers/Comprehensive Centers CORE QUESTIONS

Q20. Please describe how ED could better use technology to deliver its services.

Typically the technology interfaces are not current which causes problems.

Q23a. What reporting system do you use for reporting accountability data? (Other)

G5 System.

G5. (3)

System for submitting online reports for the comprehensive centers.

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Both [Name] and [Name] have been very responsive when questions were asked.

Guidance and presentations at most recent CC Directors' Meeting.

I am really lost in this. Who is the customer? Are we a customer or ED? Or does this refer to ED support for our customers? Or, as the funder, is ED our client (customer)?

I had been hearing from another TA provider about concerns within ED regarding the implementation of SIG within one of the states my CC serves. I contacted my program officer and she was able to contact the SIG program officer and confirm for me that the state was doing okay with its implementation of SIG. She also connected me with the SIG program officer so I could follow up.

My best experiences are with my Program Officer. She is always supportive and knows and understands the processes I need to know in order to administer the grant in the best way.

Our best experience was during the department's monitoring visit to our program. The attention given by both program officers to understanding the nature of our work was much appreciated. The thoughtfulness of their questions demonstrated how prepared they were for this visit. The entire process could not have gone any better than it did for me and my staff. It was a collaborative and very useful experience.

Responsiveness to request for conference calls with staff or request for assistance with national meetings.

The ED program officers who oversee the CC program are incredibly responsive and supportive...if they don't know the answer to something; they know where to find it.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Have not had a 'worst' experience with my Program Officers at ED.

I'm relatively new to the program and have not experienced significant frustration to this point.

My worst experiences include: lack of understanding of Comprehensive Center grant/work; slow response time; way too many hoops ED has to jump through to respond.

None. (2)

Not sure. Mostly benign neglect rather than bad experience.

The launch of the Implementation Support Unit has lacked clarity and seems to contribute to more confusion in the field because there is little attempt to connect new TA efforts to existing TA efforts.

Trying to establish electronic means of communicating with ED.

Q38. Please describe how ED can improve its service to you.

ED needs to provide more leadership in communicating with SEAs and LEAs about the RDD&TA system. Continuing to think through and support coherence among and between TA efforts should be a priority.

I think ED is constrained by lack of funds to improve their communications with centers.

Not applicable---Their responsiveness is more than I could hope for---No question has gone unanswered---No balls dropped on ED's part.

CUSTOM QUESTIONS

Q5. Please provide any suggestions on ways to improve these relationships.

Building relationships is an on-going process, it never ends.

Decrease their caseloads.

The staff is quite supportive and accessible.

Q8. What steps could the ED Comprehensive Centers program office staff take to improve these meetings?

ED staff does a great job asking center directors about their needs for the meetings. The leveraging resources meeting is just trying to accomplish too much with a wide ranging audience

Maybe one additional meeting a year for directors to network and interact.

More interaction, not sit and get information.

The meeting agendas are quite strong. I encourage ongoing solicitation of input when designing the agendas.

Q12. What additional services could the ED Comprehensive Center program office provide that would help meet your technical assistance and capacity building needs?

No suggestions.

Providing avenues for ongoing collaboration between Comprehensive Centers.

Rural Education Achievement Program (REAP)/Rural and Low Income School Program

CORE QUESTIONS

Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for ED.

I'd have the various offices have a common calendar so that national meetings can be scheduled consecutively.

Q20. Please describe how ED could better use technology to deliver its services.

ED could utilize technology to provide new and more efficient methods for States to submit their federal programs reports and data collections.

Q23a. What reporting system do you use for reporting accountability data? (Other)

Districts report REAP information.

We have recently implemented reporting data Consolidated Federal Data Collection system

Q31. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

[Name] -he is helpful even when the question is a basic question and always makes me feel like a valued participant.

[Name] provides requests for information promptly.

At the last minute our program office needed some clarifications regarding a group of charter schools decision to establish themselves as an LEA. After providing the USDE staff with some basic data, a timely response regarding the eligibility of this newly established LEA was provided to the program office in a matter of days. The SEA was in the process of providing technical assistance to the new group for each of the federal programs and which they would qualify.

During a webinar, I asked a question regarding the use of RLIS funding for schools in school improvement in upper sanction levels and was called back promptly with an explanation I could share with my LEAs.

Folks are very responsive and knowledgeable. At the same time many of the programs are specific and complex so it takes time to know all of the ins and outs.

Had many Districts change by merging or forming new units. DOE Staff helped me document the changes.

I had a question for one of our districts regarding a DUNS. It is a number used in the REAP program, but not necessarily the responsibility of the REAP program people. [Name] was extremely helpful in answering what he could, and directing me to where I could find additional information for the district. He saved me a lot of research, explained why the situation occurred, and assisted in a timely resolution. All of which was somewhat above and beyond the scope of his job description.

In response to technical assistance, I've received prompt, reasonable timely responses.

My REAP Coordinator is very responsive to my e-mails. Usually, within a 24-hour period I will receive a response.

N/A- no longer work with the REAP program.

N/A.

Only average, if that. ED doesn't understand the schedules that are used by LEAs who are the end consumer of their services.

Our State's Title I contact is [Name]. [Name] is swift to respond to all technical assistance requests. He is able to support all such responses with federal law and guidance. He is timely and efficient and thorough.

Participating in the periodic conference calls, including follow-up e-mails, if needed.

Response to questions is usually same day via email. My contact is always prompt returning calls or being available when I have questions that need immediate turnaround.

Since I work mainly on fiscal issues, I would say [Name] and [Name] have provided our state with a wealth of guidance concerning fiscal issues from MOE to allocations, charters, etc.

Staff is always pleasant and willing to assist with issues/concerns.

Staff is always quick to respond to email questions.

Staff was able to issue a grant to a missed REAP district very rapidly.

The contact for my state has always provided information to my questions or has directed me to the appropriate individuals. He's friendly, efficient, and effective.

The REAP Office is always available to you and readily seek solutions to assist us. The head, [Name], always ensures that we are genuinely helped and satisfied and will either get involved too or do a follow-up to any problems.

The response to questions and availability of staff to answer questions has been excellent.

The webinar's on the REAP are always helpful.

USDE staff has always been available and responsive to either email or phone questions or concerns. Very quick with responses.

Webinars are very organized with documents available prior to the meeting for review. Always follow an exact agenda which is helpful.

Q32. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Got a staffer on the phone who didn't know what I was asking about and gave an answer that missed the mark greatly.

Have not had a bad experience.

I have no worst experience.

I have not had a bad customer service experience.

I have not had a bad experience with REAP team.

It took over a year to confirm an LEA's eligibility for REAP. There were staff changes and every time a staff position changed I had to go back to the beginning. I also spent a lot of time putting together documentation for a monitoring visit to my state only to be told thanks for all the information, but we won't be coming after all.

I've not had a worst customer experience while dealing the referenced program staff.

N/A- no longer work with the REAP program.

N/A. (3)

No bad experiences over last 12 months.

No bad experiences.

None noted.

None to report.

None. (5)

Our ED program contact changed, and I was not formally notified. I just started receiving correspondence from someone else.

Q38. Please describe how ED can improve its service to you.

Continue to be responsive to phone calls and emails, including leaving out of office messages when applicable. Continue to provide webinars and different methods of communication to meet a variety of schedules and needs of SEA staff around the country.

Continue to offer professional quality service that is customer friendly.

ED can provide guidance in an expedient manner and can have educators involved with the 'creation' of educational policy.

ED should utilize a technology help desk, and provide a streamlined method for submitting required reporting data, plans, and requests for technical assistance.

I work with ED on a very limited basis. When I was new to the program, it was difficult to know what questions to ask, as I wasn't sure what I was missing. Now that I am more familiar with the program and with the people that I work with at ED, it is easier for me to ask questions. I think that one improvement, if I had to choose, would be that a more clear orientation (for lack of a better word) would have been useful when I was new. Knowing why I was doing what I was doing in addition to how it needed to be done would have been most useful. Though some of this information needed to be delivered on the local level, pieces would have been useful from ED as well.

It might be helpful to have an opportunity to meet with other SEA representatives and USED to learn from each other. Webx and phone conference calls are not conducive to interaction among participants.

N/A- no longer work with the REAP program

N/A.

No suggestions at this time.

Response to SIG related issues has been slow at times. Sending an email to states announcing grant award letters would be helpful. Bureaucracy at the state level can often result in important communications going to the wrong person. If state program managers know when letters go out, they could be looking out for them. (Specifically - REAP)

Streamline paperwork.

The service received from the RLIS Program has been very good.

They can better understand the needs of small LEAs and know that small school districts are much smaller than 200 students.

Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2010 to 2011 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.