

## Pell Grant Experiments School Satisfaction Survey

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**If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** David Rhodes, 830 First Street, N.E., Room 44F1, Washington, D.C. 20202.

Name of Institution: \_\_\_\_\_

Your School's OPE ID: \_\_\_\_\_

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## LOGISTICS & SUPPORT

1. For each of the statements below please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<b>About the U.S. Department of Education...</b>					
The Department's webinars provided adequate and accurate information on the <u>experiment(s)</u> prior to signing the Program Participation Agreement (PPA) amendment to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions and communications sent to the Department's Experimental Sites mailbox were addressed in a reasonable amount of time and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Frequent Asked Questions (FAQs) issued by the Department were easy to understand and helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process to secure Experiment 2 program approval was clear and straightforward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>About the evaluation...</b>					
The Department's webinars provided adequate and accurate information on the <u>evaluation</u> and its requirements prior to signing the PPA amendment to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role and the expectations for my institution's participation in this evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training provided by the Department's contractor on how to use the random assignment system was clear and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given my institution's resources, the level of collaboration between the Department, its contractor, and members of my organization on this project is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits from this project are worth the time and resources my organization is investing to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### PARTICIPATING PROGRAMS

2. How did your school determine whether identified programs meet local or regional workforce needs, as required for eligibility to participate in Experiment 1 and / or Experiment 2? Select all that apply. *Experiment 1 extends Pell Grant eligibility to students with bachelor's degree, who enrolled in vocational or career programs. Experiment 2 extends Pell Grant eligibility to students enrolled in certain short-term training programs.*

	Exp 1	Exp 2
<b>Local Employers (e.g. local industry, occupation groups, Chamber of Commerce, etc.)</b>		
Discussed current skill gaps of workforce with local employers to strategically identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Discussed skill needs for new/emerging processes, projects, or technology with employers to identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Discussed workforce needs with new employers to identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Solicited input from employers on which programs would satisfy their training needs	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed data and/or employment projections from employers	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed local employment listings	<input type="checkbox"/>	<input type="checkbox"/>
Other? _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Local Workforce Agency (e.g. WIA, one-stop, etc.)</b>		
Discussed current skill gaps with a local workforce agency representative to identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Discussed skill needs for new/emerging employers or industries with a local workforce representative	<input type="checkbox"/>	<input type="checkbox"/>
Solicited input from local workforce representatives on which programs would satisfy employer needs	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed data and/or employment projections from my local workforce agency	<input type="checkbox"/>	<input type="checkbox"/>
<b>State Workforce Agency</b>		
Discussed current skill gaps with a state workforce agency representative to identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Discussed skill needs for new/emerging employers or industries with a state workforce representative	<input type="checkbox"/>	<input type="checkbox"/>
Solicited input from a state workforce representative on which programs would satisfy employer needs	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed data and/or employment projections from state workforce agency	<input type="checkbox"/>	<input type="checkbox"/>
<b>U.S. Department of Labor (e.g. BLS, ETA)</b>		
Reviewed regional or local data and/or employment projections from DOL	<input type="checkbox"/>	<input type="checkbox"/>
<b>Institutional Resources</b>		
Discussed programs informally or on an ad hoc basis with program/other school staff	<input type="checkbox"/>	<input type="checkbox"/>
Formally met with or held a meeting with program/school staff to	<input type="checkbox"/>	<input type="checkbox"/>

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	Exp 1	Exp 2
identify programs		
Reviewed employability statistics of different programs of study	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Based Organizations (CBOs)</b>		
Discussed programs informally or on an ad hoc basis with staff from other CBOs	<input type="checkbox"/>	<input type="checkbox"/>
Formally met with or held a meeting with CBO staff to identify programs	<input type="checkbox"/>	<input type="checkbox"/>
Other? _____	<input type="checkbox"/>	<input type="checkbox"/>

3. How, if at all, did your school modify the program(s) that are participating in the Pell Grant Experiments?  
Select all that apply.

	Exp 1	Exp 2
An <b>existing</b> program offered prior to the experiment—same duration/ hours, content, intensity—despite being ineligible for Pell	<input type="checkbox"/>	<input type="checkbox"/>
A <b>condensed</b> version of a longer program—same content and intensity, shorter duration—that <i>is</i> already Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A <b>condensed</b> version of a longer program—same content and intensity, shorter duration—that <i>is not</i> already Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A <b>truncated</b> version or <b>segment</b> of a longer program—fewer topic areas covered with the same intensity—that <i>is</i> Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A <b>truncated</b> version or <b>segment</b> of a longer program—fewer topic areas covered with the same intensity—that <i>is not</i> Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A <b>less-intense</b> version of a longer program—same topic areas covered with less depth—that <i>is</i> Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A <b>less-intense</b> version of a longer program—same topic areas covered with less depth—that <i>is not</i> Pell Grant eligible	<input type="checkbox"/>	<input type="checkbox"/>
A completely new program	<input type="checkbox"/>	<input type="checkbox"/>

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4. What strategies did your school use to inform/make prospective students aware of programs participating in the Pell Grant experiment(s) versus other programs offered at your school? Select all that apply.

	<b>Outreach Approach for Experiments</b>	<b>Outreach Approach Typically Used for School/ Other Programs</b>
<b>Outreach within your institution...</b>		
Posted information to school website	<input type="checkbox"/>	<input type="checkbox"/>
Sent email announcements to general groups of students	<input type="checkbox"/>	<input type="checkbox"/>
Sent email announcement to targeted groups of students, specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
Sent mailings to general groups of students	<input type="checkbox"/>	<input type="checkbox"/>
Sent mailings to targeted groups of students	<input type="checkbox"/>	<input type="checkbox"/>
On-campus distribution of print media (e.g. school newspaper, fliers, course offering guide, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Left information sheets with registrar staff	<input type="checkbox"/>	<input type="checkbox"/>
Left information sheets with faculty/staff of participating programs	<input type="checkbox"/>	<input type="checkbox"/>
Left information sheets with other student support staff	<input type="checkbox"/>	<input type="checkbox"/>
Held info sessions or made presentations at your institution	<input type="checkbox"/>	<input type="checkbox"/>
Met with program staff to identify prospective students	<input type="checkbox"/>	<input type="checkbox"/>
Provided information in-person, directly to students after determining eligibility	<input type="checkbox"/>	<input type="checkbox"/>
<b>Outreach outside your institution...</b>		
Left information sheets with local workforce agency	<input type="checkbox"/>	<input type="checkbox"/>
Left information sheets with local employer(s)	<input type="checkbox"/>	<input type="checkbox"/>
Left information sheets with other community based organizations, specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
Held info sessions or made presentations for local workforce agency	<input type="checkbox"/>	<input type="checkbox"/>
Held info sessions or made presentations for local employer(s)	<input type="checkbox"/>	<input type="checkbox"/>
Held info sessions or made presentations for other CBO, specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provided information to local employers so that they're able to systematically make referrals	<input type="checkbox"/>	<input type="checkbox"/>
Provided information to local workforce agencies so that they're able to systematically make referrals	<input type="checkbox"/>	<input type="checkbox"/>
Provided information to other CBOs so that they're able to systematically make referrals	<input type="checkbox"/>	<input type="checkbox"/>
Collaborated with other non-workforce community based organizations, specify: _____	<input type="checkbox"/>	<input type="checkbox"/>
Other, specify _____	<input type="checkbox"/>	<input type="checkbox"/>

## PARTICIPATING STUDENTS

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5. Across all programs at your school, please estimate what percentage of students participating in each experiment is new (first time applicant) to the college, versus a returning or continuing student. Your best estimate is fine.

	Exp 1 (%)	Exp 2 (%)
A new student—has never taken classes at your institution before participating in either experiment		
A returning student—has previously taken classes at your institution but was not enrolled when he/she was identified as eligible for an experiment		
A continuing student—was enrolled in a program of study or just completing one, when he/she was identified as eligible for an experiment		
Other, specify _____		