

## Annual PI Meeting Feedback Survey

---

Thank you for attending the Institute of Education Sciences (IES) Annual Principal Investigators (PI) Meeting. The purpose of this feedback survey is to gather information about your PI Meeting experience that can inform the development of next year's agenda. Your answers are voluntary, but your feedback is very important. Your responses will be anonymous and it will take about 15 minutes of your time to complete the survey.

**NOTE: Please do not use your browser's back button. Instead, please use the back and next buttons at the bottom of each survey page. When you have completed the survey, click submit. Once you have submitted your survey, you will NOT be able to change your responses.**

If you have any questions about this survey, please contact the IES Planning Team at [IESHELP@manhattanstrategy.com](mailto:IESHELP@manhattanstrategy.com)

We appreciate your feedback.

**Public Burden Statement**

*According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1880-0542. Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this survey, please contact Christina Chhin directly at, U.S. Department of Education, Institute of Education Sciences, 400 Maryland Ave., SW, PCP-4124, Washington, DC 20202. ] Number 1880-0542 (Expires 7/31/2017). Note: Please do not return the completed Customer Feedback Form to this address.*

(untitled)

---

This year's theme, Relevance & Rigor: Creating the Future of Education Research, underscores IES's commitment to funding high-quality research projects that will lead to meaningful improvements in schools and student outcomes.

1. Please indicate the extent to which the overall IES Annual PI Meeting met your expectations.

- Exceeded Expectations
- Met Expectations
- Fell Short of Expectations
- Not Applicable/No Opinion

2. Please indicate the extent to which the conference met your expectations with respect to each of the objectives listed below.

	Exceeded Expectations	Met Expectations	Fell Short of Expectations	Not Applicable/No Opinion
Discuss IES and the U.S. Department of Education priorities and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address challenges and solutions in the field of education research and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highlight new research findings and approaches from IES-funded projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer professional development on a range of substantive and methodological topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide time for PIs to meet with their program officers (or IES staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster connections with other researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PI MEETING LOGISTICS**





**6. Monday, January 8, 10:00 AM - 8:00 PM The ED Games Expo: An Annual Showcase for Education Learning Games and Technologies session**

Please rate the ED Games Expo using the scale provided.

- Excellent
- Average
- Poor
- Did not attend

7. Please indicate your satisfaction with **The ED Games Expo** session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The applicability of The ED Game Expo to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which The ED Game Expo format allowed for dissemination and/or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**10. Tuesday, January 9, 8:30 AM - 9:00 AM Opening Plenary: IES Director's Welcome**

Please rate the **Opening Plenary: IES Director's Welcome** session using the scale provided.

- Excellent
- Average
- Poor
- Did not attend

**11. Please indicate your satisfaction with the Opening Plenary: IES Director's Welcome.**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The applicability of the IES Director's Welcome to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Tuesday, January 9, 9:15 AM - 10:00 AM Plenary Session: Commissioner's Welcome**

Please provide an overall rating for the **Plenary Session: Commissioner's Welcome** session you attended.

	Excellent	Average	Poor	Did not attend
Commissioner's Welcome: NCSEER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Past, Present, and Future of NCER: Comments from NCER Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please indicate your satisfaction with the **Plenary Session: Commissioner's Welcome** you attended.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The applicability of the Commissioner's Welcome to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate the extent to which you feel the **Plenary Session: Commissioner's Welcome** was effective in accomplishing each of the following:

	Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective
Helping you understand IES research programs and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressing the importance of relevance and rigor for the future of education research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting a positive tone for the PI meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

---

### PI Meeting Sessions (Tuesday, January 9)

For the next set of questions, we'd like your feedback on the quality of each of the sessions you attended on **Tuesday, January 9, 2018**. Using the scale provided, please rate each session you attended. If you attended more than one session during a time-band, please rate up to TWO sessions.



15. Please indicate the title of the **FIRST/ONLY** session you attended (if applicable) during the **Tuesday, January 9, 10:30 AM - 11:45 AM** time-band in the textbox below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

Communicating Research to Policymakers  
 Developing Measures of Classroom Practice  
 Moving Beyond p-values: Bayesian Inference in Education Research  
 NCES EDGE Program: Exploring the Social and Spatial Context of Education  
 Taking the Next Step: How Students Transition Through Systems  
 Training the Next Generation of Education Researchers  
 Leveraging Technology to Support Individualized Learning in Classroom Settings  
 Did not attend

16. Please provide an overall rating for the first session using the scale provided.

- Excellent
- Average
- Poor

17. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please indicate the title of the **SECOND** session you attended (if applicable) during the **Tuesday, January 9, 10:30 AM - 11:45 AM** time-band in the textbox below.

Communicating Research to Policymakers  
Developing Measures of Classroom Practice  
Moving Beyond p-values: Bayesian Inference in Education Research  
NCES EDGE Program: Exploring the Social and Spatial Context of Education  
Taking the Next Step: How Students Transition Through Systems  
Training the Next Generation of Education Researchers  
Leveraging Technology to Support Individualized Learning in Classroom Settings  
Did not attend

19. Please provide an overall rating for the second session using the scale provided.

- Excellent
- Average
- Poor

20. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 21. Tuesday, January 9, 12:15 PM - 1:00 PM Lunchtime Meet-ups

Please rate the **Lunchtime Meet-up(s)** you attended according to the scale below.

	Excellent	Average	Poor	Did not attend
Lunchtime Meet-up: Career and Technical Education: The Next Frontier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunchtime Meet-up: Inter-/Intra-Personal Competencies and Older Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunchtime Meet-up: The Value of Data Science for Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please indicate your satisfaction with the **Lunchtime Meet-up** you attended.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The applicability of the Lunchtime Meet-up to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of the Lunchtime Meet-up allowing for appropriate dissemination and/or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

---

## 23. Tuesday, January 9, 1:15 PM - 2:30 PM Plenary Session: It's Up to Us: Transparency and the Public Value of Science

Please rate the **Plenary Session: It's Up to Us: Transparency and the Public Value of Science** session using the scale provided.

- Excellent
- Average
- Poor

24. Please indicate your satisfaction with **Plenary Session: It's Up to Us: Transparency and the Public Value of Science.**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please indicate the title of the **FIRST/ONLY** session you attended during the **Tuesday, January 9, 3:00 PM - 4:30 PM** time-band in the textbox below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Stats & Methods  
Changing Students' Beliefs to Improve Outcomes  
Defining and Measuring Risk in Special Education and Early Intervention Research  
Early Learning Program Meeting  
Making Data Publicly Available  
Using Research at the Classroom, School, and State Levels: Results from the Knowledge Utilization  
Working Together to Improve Student Learning and Engagement - Partnering with and Recruiting Sc  
Did not attend  
Left conference before this session

26. Please provide an overall rating for the first session using the scale provided.

- Excellent
- Average
- Poor

27. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please indicate the title of the **SECOND** session you attended (if applicable) during the **Tuesday, January 9, 3:00 PM - 4:30 PM** time-band in the textbox below.

At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Stats & Methods  
Changing Students' Beliefs to Improve Outcomes  
Defining and Measuring Risk in Special Education and Early Intervention Research  
Early Learning Program Meeting  
Making Data Publicly Available  
Using Research at the Classroom, School, and State Levels: Results from the Knowledge Utilization  
Working Together to Improve Student Learning and Engagement - Partnering with and Recruiting Sc  
Did not attend  
Left conference before this session

29. Please provide an overall rating for the second session using the scale provided.

- Excellent
- Average
- Poor

30. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. **Tuesday, January 9, 4:30 PM - 5:45 PM Poster Session**

Please rate the **Poster Session** using the scale provided.

	Excellent	Average	Poor	Did not attend
Traditional poster presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Please indicate your satisfaction with the **Poster Session**.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The applicability of the poster session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of the poster session allowing for appropriate dissemination and/or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

## PI Meeting Sessions (Wednesday, January 10)

For the next set of questions, we'd like your feedback on the quality of each of the sessions you attended on Wednesday, January 10, 2018. Using the scale provided, please rate each session you attended. If you attended more than one session during a time-band, please rate up to TWO sessions.

### 33. Wednesday, January 10, 8:30 AM - 9:45 AM Plenary Session: Keynote Address

Please rate the **Plenary Session: Keynote Address** using the scale provided.

- Excellent
- Average
- Poor
- Did not attend
- Left conference before this session

34. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Please indicate the title of the **FIRST/ONLY** session you attended during the **Wednesday, January 10, 10:15 AM - 11:45 AM** time-band in the textbox below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

Data Privacy Issues in Education Research: Advances and Barriers  
 Estimation and Impacts of Treatment Effect Heterogeneity  
 Implementation Research through the IES Goal Structure: Exploring, Developing, Testing, and Meas  
 Linking Social, Emotional, and Academic Development in K-12 Education: A Consensus Statement  
 Mediation Analysis  
 Single-Case Design: How You Can Use SCD to Enhance Your Research  
 Un-Siloing Populations of Students and their Needs  
 Did not attend  
 Left conference before this session

36. Please provide an overall rating for the first session using the scale provided.

- Excellent
- Average
- Poor

37. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



38. Please indicate the title of the **SECOND** session you attended (if applicable) during the **Wednesday, January 10, 10:15 AM - 11:45 AM** time-band in the textbox below.

Data Privacy Issues in Education Research: Advances and Barriers  
 Estimation and Impacts of Treatment Effect Heterogeneity  
 Implementation Research through the IES Goal Structure: Exploring, Developing, Testing, and Meas  
 Linking Social, Emotional, and Academic Development in K-12 Education: A Consensus Statement  
 Mediation Analysis  
 Single-Case Design: How You Can Use SCD to Enhance Your Research  
 Un-Siloing Populations of Students and their Needs  
 Did not attend  
 Left conference before this session

39. Please provide an overall rating for the second session using the scale provided.

- Excellent
- Average
- Poor

40. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

#### 41. Wednesday, January 10, 12:15 PM - 1:15 PM Lunchtime Meet-ups

Please rate the **Lunchtime Meet-up(s)** you attended according to the scale below.

	Excellent	Average	Poor	Did not attend	Left conference before this session
Lunchtime Meet-up: Creating a Culture of Replication Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunchtime Meet-up: Effective Teachers & Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunchtime Meet-up: Research and Education in Rural Settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. If applicable, please indicate your satisfaction with the **Lunchtime Meet-up** session you attended.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The applicability of the Lunchtime Meet-up to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of the Lunchtime Meet-up allowing for appropriate dissemination and/or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Please indicate the title of the **FIRST/ONLY** session you attended during the **Wednesday, January 10, 1:30 PM - 2:45 PM** time-band in the textbox below. (If you attended more than one session during the time-band, an opportunity to rate the second session is provided below.)

Evidence-Based Approaches to Developmental Education Reform: Early Findings from the Center for Gifted Identification Gap: When Just as Good is Not Good Enough  
 How to be SMART About your Adaptive Intervention  
 Pathways to the Education Sciences Program Meeting  
 The IES Scientific Peer Review Process: Overview and Common Myths and Misconceptions  
 What is Required for a Partnership to Carry out a Quick Evaluation?  
 Infusing Your Research into Commercially-Viable Products: Tips and Tricks of the Trade  
 Did not attend  
 Left conference before this session

44. Please provide an overall rating for the first session using the scale provided.

- Excellent
- Average
- Poor

45. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Please indicate the title of the **Second** session you attended during the **Wednesday, January 10, 1:30 PM - 2:45 PM** time-band in the textbox below.

Evidence-Based Approaches to Developmental Education Reform: Early Findings from the Center for Gifted Identification Gap: When Just as Good is Not Good Enough  
 How to be SMART About your Adaptive Intervention  
 Pathways to the Education Sciences Program Meeting  
 The IES Scientific Peer Review Process: Overview and Common Myths and Misconceptions  
 What is Required for a Partnership to Carry out a Quick Evaluation?  
 Infusing Your Research into Commercially-Viable Products: Tips and Tricks of the Trade  
 Did not attend  
 Left conference before this session

47. Please provide an overall rating for the second session using the scale provided.

- Excellent
- Average
- Poor

48. Please indicate your satisfaction with this session.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The speaker(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The applicability of the session to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which the session format allowed for dissemination or discussion of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**49. Wednesday, January 10, 3:00 PM - 4:00 PM Meet Your Program Officer: Office Hours and Topic Meetings**

Please rate **Meet Your Program Officer: Office Hours and Topic Meetings** using the scale provided.

- Excellent
- Average
- Poor
- Did not attend
- Left conference before this session

**50. Please indicate your satisfaction with Meet Your Program Officer: Office Hours and Topic Meetings.**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The extent to which you could access your program officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of the discussion to your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format allowing for individual project updates and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timing of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PI Meeting Presenters' Feedback**

51. If you were a presenter at the IES Annual PI Meeting, please rate your satisfaction for each of the following questions. If you were not a presenter/speaker, please leave this section blank.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
The communication from IES prior to the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources available at the meeting to support your presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

### Thinking Ahead to the Next IES Annual PI Meeting

52. Please provide feedback on the items listed below to help inform the next IES Annual PI Meeting. For each of the questions, you may provide up to two responses in the corresponding text boxes.

	Suggestion 1	Suggestion 2
What did you like best about this year's meeting?	<input type="text"/>	<input type="text"/>
What topic(s) from this year's meeting would you like to see again at the next PI Meeting?	<input type="text"/>	<input type="text"/>
What new topic(s) would you like to see included at the next PI Meeting?	<input type="text"/>	<input type="text"/>
What suggestions do you have for improving the meeting format or logistics?	<input type="text"/>	<input type="text"/>
What suggestions do you have for improving the networking and engagement activities?	<input type="text"/>	<input type="text"/>

53. Please provide any additional comments/suggestions for how we can improve or better facilitate the presentation process in the future.

## Thank You!

---

Thank you for taking this survey, we appreciate your feedback. If you have any questions about this survey, please contact the IES Planning Team at [IESHELP@manhattanstrategy.com](mailto:IESHELP@manhattanstrategy.com).