

# U.S. Department of Education 2019 Grantee Satisfaction Survey

## Introduction

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

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

If you have any questions about this survey, please contact Blanca Rodriguez at [blanca.rodriguez@ed.gov](mailto:blanca.rodriguez@ed.gov).

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

## Program

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

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

Q1. PROGRAM RESPONDENTS WILL BE ANSWERING QUESTIONS FOR:

### Office of English Language Acquisition (OELA)

1. Native American and Alaska Native Children in School Program
2. National Professional Development Program

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

3. Adult Education and Family Literacy to State Directors of Adult Education
4. Carl D. Perkins Career and Technical Education State Directors

### Office of Postsecondary Education (OPE)

5. Developing Hispanic Serving Institutions
6. National Resource Centers Program
7. Strengthening Institutions Program
8. Child Care Access Means Parents in School
9. GEAR UP

### Office of Special Education and Rehabilitative Services (OSERS)

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

**Office of Elementary and Secondary Education (OESE)**

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

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

**ED Staff**

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

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

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

**[INTRO IF Q1=5-9]**

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

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

**[Q2-5 ALL PROGRAMS]**

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

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

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

Q3. Responsiveness to your questions

Q4. Accuracy of responses

Q5. Sufficiency of guidance in responses

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

Q7. [DO NOT ASK PROGRAMS 15,16] Collaboration with other ED programs or offices in providing relevant services (e.g., clarify issues regarding program policy and regulations, obtain guidance on grants policy and administration, obtain guidance on financial drawdowns, share information regarding best practices)

**[Q8-13 ALL PROGRAMS]**

**Online Resources**

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

- Q8. Ease of finding materials online
- Q9. Freshness of content
- Q10. Ability to accomplish what you want on the site
- Q11. Ease of reading the site
- Q12. Ease of navigation
- Q13. Please describe how the Department could improve its website.

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

**Documents**

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

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

- Q14. Clarity
- Q15. Organization of information
- Q16. Sufficiency of detail to meet your program needs
- Q17. Relevance to your areas of need
- Q18. Comprehensiveness in addressing the scope of issues that you face

**[ASK Q19-Q28 IF Q1=5-9]**

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

- Q19. Program Purpose
- Q20. Program Priorities
- Q21. Selection Criteria
- Q22. Review Process
- Q23. Budget Information and Forms
- Q24. Deadline for Submission
- Q25. Dollar Limit on Awards
- Q26. Page Limitation Instructions
- Q27. Formatting Instructions
- Q28. Program Contact

**[ASK Q29-31 ONLY TO ALL TO ALL OESE PROGRAMS Q1=13-36]**

- Q29. [DO NOT ASK PROGRAMS 15,16] How effective have the Office of Elementary and Secondary Education's (OESE's) technical assistance services been in helping you successfully learn to implement your OESE-funded grant programs? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."
- Q30. [DO NOT ASK PROGRAMS 15,16] How useful have OESE's technical assistance services been in serving as a model that you can replicate with your subgrantees? Please use a 10-point scale where "1" is "Not very useful" and "10" is "Very useful." If you do not have subgrantees or this does not apply, please select "Not applicable."
- Q31. How much do you trust **[PRINCIPAL OFFICE]** to work with you to meet your organization's needs? Please use a scale from 1 to 10, where 1 means not very trusting and 10 means very trusting.

**[Q32-Q37 ALL PROGRAMS]**

**ACSI Benchmark Questions**

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

- Q32. Using a 10-point scale on which "1" means "Very dissatisfied" and "10" means "Very satisfied," how satisfied are you with **[PROGRAM OFFICE]**'s products and services?
- Q33. Now please rate the extent to which the products and services offered by **[PROGRAM OFFICE]** have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls short of your expectations" and "10" means "Exceeds Your expectations."
- Q34. Now forget for a moment about the products and services offered by the **[PROGRAM OFFICE]**, and imagine the ideal products and services. How well do you think the **[PROGRAM OFFICE]** compares with that ideal? Please use a 10-point scale on which "1" means "Not very close to the ideal" and "10" means "Very close to the ideal." Now please indicate the degree to which you agree or disagree with the following statement.
- Q35. Overall, when I think of all of the **[PROGRAM OFFICE]**'s products and services, I am satisfied with their quality.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Does not apply

**Closing**

- Q36. Which of the following best describes your job role?
- Project/State Director
  - School Officer
  - Grant Coordinator
  - Superintendent
  - Business Manager
  - Other, please specify
- Q37. How long have you been in this role?
- Less than one year
  - Between 1-3 years
  - Between 3-10 years
  - More than 10 years

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

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

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

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

NAM1. How often do you receive technical assistance (webinars, professional development, trainings) from the OELA office?

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

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

NAM3. How often do you receive monitoring and/or technical assistance support from your program officer?

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

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

NAM5. How often do you visit the OELA ed.gov website (<http://www2.ed.gov/about/offices/list/oela/index.html>)?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

NAM7. How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

NAM9. How often do you visit the OELA Facebook page?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

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

NAM12. What recommendations do you have of the program staff to assist you in administering your grant effectively? (open end)

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

NPD1. How often do you receive technical assistance (webinars, professional development, trainings) from the OELA office?

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

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

NPD3. How often do you receive monitoring and/or technical assistance support from your program officer?

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

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

NPD5. How often do you visit the OELA ed.gov website (<http://www2.ed.gov/about/offices/list/oela/index.html>)?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

NPD7. How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

NPD9. How often do you visit the OELA Facebook page?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

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

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

NPD12. What recommendations do you have of the program staff to assist you in administering your grant effectively? (open end)

**ONLY IF Q1=3 Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA) ASK 1-5 BELOW**

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

AEFLA1. How long have you held the position of CTE state director? (Less than 1 year; 1 – 2 years; 3 or more years)

AEFLA 2. In evaluating the user friendliness of the Consolidated Annual Report (CAR), on a scale of 1 – 10, where 1 is poor and 10, is excellent, please rate the CAR's user friendliness?

AEFLA 3. In evaluating the usefulness of the Perkins Collaborative Research Network (PCRN), on a scale of 1 – 10, where 1 is poor and 10 is excellent, please rate the usefulness of PCRN. Please elaborate on your response if there is a particular aspect of PCRN you want to address.

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

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

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

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

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

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

DHSI1. How long have you been working on the current grant? (Choose one that most closely approximates the amount of time.)

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

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

DHSI2. Responsiveness to questions

DHSI3. Knowledge of relevant legislation, regulations, policies and procedures

DHSI4. Ability to resolve issues

DHSI5. Use of clear and concise written and verbal communication

DHSI6. Timely resolution of general programmatic and/or financial issues

DHSI7. Which best describes how often you interact with **Hispanic Serving Institution** Division staff?

- a. Daily
- b. Weekly
- c. Monthly
- d. A few times a year
- e. Once a year
- f. Less than once a year

DHSI8. When you interact with Hispanic Serving Institution Division Staff what is the quality of the customer service provided to you?

- a. Excellent
- b. Very Good
- c. Average
- d. Fair
- e. Poor

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

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

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

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

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

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

NRC4. Timely resolution of general programmatic and financial issues

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

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

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

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

Think about the extent to which the NRC program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:

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

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

NRC11. The NRC program supports research and training in international studies

On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the NRC grant program establishes and strengthens:

NRC12. Teaching of any modern foreign language

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

NRC14. Research and training in international studies

NRC15. Language aspects of professional and other fields of study

NRC16. Instruction and research on issues in world affairs

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

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

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

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

(Choose one that most closely approximates the amount of time.)

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

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

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

SIP3. Overall were you satisfied with the service provided by the representative?

SIP4. Which best describes how often you interact with the Strengthening Institutions Division staff?

- a. Daily
- b. Weekly
- c. Monthly
- d. A few times a year
- e. Once a year
- f. Less than once a year

SIP5. When you interact with Strengthening Institution Division Staff what is the quality of the customer service provided to you?

- a. Excellent
- b. Very Good
- c. Average
- d. Fair
- e. Poor

SIP6. On a 10-point scale, where “1” means “poor” and “10” means “excellent,” please rate the quality of:

- a. Post-award guidelines
- b. Performance reports (base your answer on the extent of data collection, analysis and reporting required and the relevance of data and analyses to your project activities and outcomes).

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

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

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

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

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

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

- CCAMPIS1. In interacting with the U.S. Department of Education (ED) Child Care Access Means Parents in School (CCAMPIS) program specialist responsible for overseeing your grant, please rate the service/support you receive in the following areas. On a 10-point scale where "1" is "does not meet expectations" and "10" is "exceeds expectations," please rate:
- a. Your working relationship with CCAMPIS program staff
  - b. The level of accessibility you have to CCAMPIS program staff
  - c. The responsiveness of the CCAMPIS program staff to your inquiries
- CCAMPIS2. How can we improve the Child Care Access Means Parents in Schools (CCAMPIS) website (including links) to help you identify program resources and meet your technical assistance needs?
- CCAMPIS3. Does the leadership of your institution provide the support required for the successful implementation of the grant?
- a. Yes
  - b. No

**ONLY IF Q1=9 Upward Bound ASK 1-4 BELOW**

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

- a. Knowledge of relevant legislation, regulation, policies and procedures.
- b. Ability to provide qualitative technical assistance regarding programmatic issues and challenges.
- c. Ability to answer inquiries and concerns in a timely manner.

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

- a. GEAR UP program specialist knowledge of APR content and reporting requirements.
- b. The accuracy, availability and efficiency of instructions on the reporting system;
- c. The GEAR UP helpdesk ability to resolve technical issues related to the reporting system in an accurate and timely manner.

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

- a. Organization of information
- b. User friendliness
- c. Accuracy of Information

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

IDEAB1. How often do you receive technical assistance and support from your State lead?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly
- e. My State Lead does not contact me

IDEAB2. In the past 12 months, how often were you a part of (actively or passively) an education or special education policy discussion with OSEP staff?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly
- e. None

**Assistance from OSEP Staff and other Professional Resources**

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

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

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

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

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

IDEAB 6. Which types of assistance were least helpful?

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

- IDEAB7. An OSEP-funded TA provider
- IDEAB8. An Education Department-funded TA provider (funded by an office other than OSEP)
- IDEAB9. Professional associations (including conferences, listservs, and publications)
- IDEAB10. Conferences where research is presented
- IDEAB11. Books
- IDEAB12. Journal Articles
- IDEAB13. Personal interaction with peers
- IDEAB14. IDEAS that work website
- IDEAB15. The Department's new IDEA website
- IDEAB16. osep.grads360.org

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

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

**Assistance from OSEP Staff**

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

IDEAC1. How often do you receive technical assistance and support from your State lead?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly
- e. My State Lead does not contact me

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

IDEAC3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

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

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

IDEAC5. Which types of assistance were least helpful?

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

IDEAC6. An OSEP-funded TA provider

IDEAC7. An Education Department-funded TA provider (funded by an office other than OSEP)

IDEAC8. Professional associations (including conferences, listservs, and publications)

IDEAC9. Conferences where research is presented

IDEAC10. Books

IDEAC11. Journal Articles

IDEAC12. Personal interaction with peers

IDEAC13. IDEAS that work website

IDEAC14. The Department’s new IDEA website

IDEAC15. [osep.grads360.org](http://osep.grads360.org)

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

**ONLY IF Q1=12 REHABILITATION SERVICES ADMINISTRATION (RSA) VOCATIONAL REHABILITATION PROGRAM  
ASK 1-10 BELOW**

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

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

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

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

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

RSA5. In interacting with the State Monitoring and Program Improvement Division team assigned to your agency, please rate the service /support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent. If you did not receive information or feedback in an area please select “N/A”.

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

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

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

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

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

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

**ONLY IF Q1=13 Supporting Effective Instruction State Grants ASK 1-6 BELOW**

**Customer Service and Implementation Support**

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of [PROGRAM NAME from Q1].

- SE1. Provides assistance that enhances my capacity to implement Supporting Effective Instruction State Grants
- SE2. Provides support that is responsive to my State's needs to implement Supporting Effective Instruction State Grants
- SE3. Helps my State address grant implementation challenges
- SE4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

**ONLY IF Q1=14 21<sup>st</sup> Century Community Learning Centers ASK 1-6 BELOW**

**Customer Service**

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

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

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

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

21ST3. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff in preparing for monitoring activities (monitoring calls, virtual reviews, onsite monitoring reviews)? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful".

21ST4. How likely are you to recommend the 21st CCLC program's You for Youth (Y4Y) website at <https://y4y.ed.gov/> to your State's grantees as a technical assistance resource? Please use a 10-point scale with "1" being not at all likely and "10" being extremely likely.

**ONLY IF Q1=15 Payments for Federal Property (Section 7002) ASK 1-8 BELOW**

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

PFP1. Did you contact the Impact Aid Program for technical assistance?

- a. Yes
- b. No

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

PFP2. Responsiveness to answering questions

PFP3. Supportiveness in helping you complete your application

PFP4. Knowledge about technical material

PFP5. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7002 program?

- a. Yes
- b. No

PFP6. **[IF PFP5=a]** Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?

- a. Yes
- b. No

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

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

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

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

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

FCC1. Did you use the written instruction and guidance documents provided for the application?

- a. Yes
- b. No

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

FCC3. Did you contact the Impact Aid Program for technical assistance?

- c. Yes
- d. No

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

FCC5. Have you participated in any Webinars or meetings where IAP staff provided you information on the Section 7003 program and the review process?

- a. Yes
- b. No

FCC6. **[IF FCC5=a]** Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?

- a. Yes
- b. No

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

FCC8. Has your school district been contacted by the Impact Aid Program in the past year regarding a field review of your application?

- a. Yes
- b. No

FCC9. **[IF FCC8=a]** Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?

- a. Yes
- b. No

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

FCC11. Did you receive timely communications regarding the outcome of the review?

- a. Yes
- b. No

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

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

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

FCC14. Ability to resolve your issue

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

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

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

SR1. Responsiveness to questions.

SR2. Timely resolution of general programmatic and financial issues.

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

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

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

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

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

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

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

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

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

- IEFG1. Responsiveness of OIE staff in answering questions and/or information requests.
- IEFG 2. Timeliness of OIE staff in providing information to meet your Title VI application and APR deadlines.
- IEFG 3. Quality of support and technical assistance provided by OIE staff on Title VI program implementation.
- IEFG 4. Comprehensiveness of guidance documents OIE provides, e.g. Getting Started; Frequently Asked Questions, website links and EASIE Community website.

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

- IEFG 5. Ease of using the EASIE system when applying for a grant.
- IEFG 6. Quality of training via webinars provided by the EASIE system and grant application process.
- IEFG 7. Think about the Title VI formula grant requirements. Select two topics around which you have greatest need for technical assistance:
  - a. Establishing parent committees
  - b. Expanding membership of parent committees
  - c. Verifying student information
  - d. Using the EASIE system
  - e. Allowable uses of funds
  - f. General grant program requirements, deadlines and milestones
  - g. Using the G5 system

Open ended questions for your comments:

- IEFG 8. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e. State Conferences, National Associations, Federal Program Conferences, etc.)? (Open end)
- IEFG 9. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs? **(Open end)**

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

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

MEP2. Which of this year's technical assistance webinars were most useful to you? **[BI: leave old values in, trend variable]**

- a. MEP Program Improvement
- b. ED Facts Submissions: Changes for School Year (SY) 2017-18
- c. MSIX Cybersecurity and Accounts Management
- d. Measurable Program Outcomes (MPOs) to Impact Statewide Assessment Results
- e. I did not participate in a webinar this year

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

- a. Child Eligibility
- b. Comprehensive Needs Assessment
- c. Continuation of Services
- d. Data Management and Reporting
- e. Fiscal Requirements
- f. Identification and Recruitment (ID&R) Methods and Strategies
- g. Interstate Coordination
- h. Parental/Family Engagement
- i. Priority for Services
- j. Program Evaluation
- k. Identification and Recruitment (ID&R) Quality Control
- l. Records Exchange, including the use of the Migrant Student Information Exchange (MSIX)
- l. Re-interviewing
- n. Service Delivery Models
- o. Service Delivery Plan, including Measurable Program Outcomes (MPOs)
- p. Subgranting
- q. Service Delivery Strategies (Instructional and Support)
- r. Subrecipient Monitoring
- s. Other, please specify [ANCHOR at bottom]

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

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

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

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

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**NCHE**

EHCYP1.Responsiveness in answering questions.

EHCYP 2.Knowledge of technical material

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

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NCHE**

**US Department of Education**

EHCYP 3. Meeting program compliance requirements

EHCYP 4. Assisting you (as state coordinators) to impact performance results

EHCYP 5. Developing cross-agency collaborations

**NCHE**

EHCYP 3a. Meeting program compliance requirements

EHCYP 4a. Assisting you (as state coordinators) to impact performance results

EHCYP 5a. Developing cross-agency collaborations

Think about the products the Department and NCHE provided to you. On a scale of 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the products to support the Education for Homeless Children and Youth program:

Put “NA” if the item is not applicable to you or you don’t know how to respond.

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

**Quality**

EHCYP 6. Products

**Usefulness**

EHCYP 6a.Products

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

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

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

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**US Department of Education**

SSAE1. Responsiveness in answering questions.

SSAE 2. Knowledge of technical material

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

Put “NA” if the item is not applicable to you or you don’t know how to respond.

**US Department of Education**

SSAE 3. Meeting program compliance requirements

SSAE 4. Website

SSAE 5. Products

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

SSAE 6. Clarity of communication

SSAE 7. Professionalism

**ONLY IF Q1=22 TITLE I PART A - IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs) ASK 1-6 BELOW**

**Customer Service and Implementation Support**

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of [PROGRAM NAME from Q1].

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

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

T1PA 3.Helps my State address grant implementation challenges

T1PA 4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

**ONLY IF Q1=23 English Language Acquisition State Grants/Title III State Formula Grant Program  
ASK 1-6 BELOW**

**Customer Service and Implementation Support**

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of [PROGRAM NAME from Q1].

ELA1. Provides assistance that enhances my capacity to implement your Title III grant

ELA2. Provides support that is responsive to my State's needs to implement your Title III grant

ELA3. Helps my State address grant implementation challenges

ELA4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

Think about services offered in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of your Title III grant.

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

ELA6. How can the Department's services be improved over the next year to better meet the needs of your State as you implement your Title III grant? (Please cite specific recommendations) (open ended)

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

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

RLIS2. How frequently should we hold REAP webinars?

- a) Annually
- b) Semi-annually
- c) Quarterly
- d) Other (please specify)

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

RLIS3. Accessibility and responsiveness of REAP program staff

RLIS4. Clarity of information provided by REAP program staff

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

RLIS6. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your RLIS grant. (Check boxes with the maximum of 3 to be selected for the topics below) [PN: Multi-select with max of 3 choices. Randomize]

- a) Use of grant funds
- b) Use of G5 (i.e., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
- c) Use of Max.gov
- d) Providing Technical Assistance to Grantees
- e) REAP Eligibility Data and Estimating Award Amounts
- f) Consolidated grant application process
- g) Grant eligibility data review & submission
- h) Fiscal accounting procedures
- i) Monitoring RLIS grantees
- j) Use of grant funds for administrative costs
- k) Reporting and use of data
- l) Other (please specify)

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

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

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

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

SRSA1. Accessibility and responsiveness of REAP program staff

SRSA2. Clarity of information provided by REAP program staff

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

SRSA4. How frequently should we hold REAP webinars?

- a) Annually
- b) Semi-annually
- c) Quarterly
- d) Other (please specify)

**ONLY IF Q1=26 Grants for State Assessments ASK 1-6 BELOW**

**Customer Service and Implementation Support**

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of these activities to support your State in implementation of [PROGRAM NAME from Q1].

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

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

GSA3. Helps my State address grant implementation challenges

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

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

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

- TSL1. Assistance in improving your program planning and implementation
- TSL2. Providing relevant information and ideas
- TSL3. Connecting you with other experts or practitioners working on similar programs

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

- TSL4. Relevant knowledge of your program activities
- TSL5. Quality and helpfulness of communication

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

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

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

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

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

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

Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where "1" is "not very satisfied" and "10" is "very satisfied."

**Meetings/Communications**

CSP1. The dissemination of resources and opportunities the CSP provides

CSP2. The overall communication and information is accessible and is provided by the program in a timely and responsive manner.

**Monitoring/Technical Assistance**

CSP3. The technical assistance you receive by the program staff on project implementation and budget questions

CSP4. The monitoring activities, annual performance report, and quarterly calls/reports allow you sufficient opportunity to provide program staff with an understanding of your project's practices, challenges, and accomplishments

CSP5. How satisfied are you with the guidance CSP provides on Federal grant compliance (i.e. Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)

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

Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

**Meetings/Communications**

EO1. The dissemination of resources and opportunities the CSP provides

EO2. The overall communication and information is accessible and is provided by the program in a timely and responsive manner.

**Monitoring/Technical Assistance**

EO3. The technical assistance you receive by the program staff on project implementation and budget questions

EO4. The monitoring activities, annual performance report, and quarterly calls/reports allow you sufficient opportunity to provide program staff with an understanding of your project’s practices, challenges, and accomplishments

EO5. How satisfied are you with the guidance CSP provides on Federal grant compliance (i.e. Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)

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

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

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

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

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

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

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

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

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

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

- PN1. Did you ask your ED Program Contact, "PROGRAM OFFICER", for assistance in areas not related to fiscal or grant administration issues?
- a. Yes
  - b. No
- PN2. [If Q1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the ED Program Contacts quality of assistance.
- PN3. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's Needs Assessment Quality.
- PN4. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's other services.
- PN5. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the SCORECARD system.
- PN6. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the GRADS 360 system.

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

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

DGIC1. Accessibility and timely responsiveness of program staff

DGIC 2. Usefulness and relevance of webinar-based technical assistance

DGIC 3. Usefulness and relevance of project director meeting technical assistance

DGIC 4. Usefulness and relevance of technical assistance resources on the OIE web site.

DGIC 5. Assign the priority, 1 being highest and 6 being lowest, that you would assign to the following technical assistance topics:

- a. Data Collection
- b. Performance Reporting
- c. Family Educational Rights and Privacy Act (FERPA)
- d. Capacity Building
- e. Parent Engagement
- f. Partnerships
- g. Cultural Relevance
- h. Allowable Costs and Budgeting Flexibilities

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

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

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

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

NDTAC

NDTAC1. Responsiveness in answering questions.

NDTAC2. Knowledge of technical material

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

US Department of Education

NDTAC3. Meeting program compliance requirements

NDTAC4. Assisting you (as state coordinators) to impact performance results

NDTAC 5. Developing cross-agency collaborations

NDTAC

NDTAC 3a. Meeting program compliance requirements

NDTAC 4a. Assisting you (as state coordinators) to impact performance results

NDTAC 5a. Developing cross-agency collaborations

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

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