

# U.S. Department of Education 2020 Grantee Satisfaction Survey

## Introduction

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

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

If you have any questions about this survey, please contact Tamara Alston at [tamara.alston@ed.gov](mailto:tamara.alston@ed.gov).

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

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

## ED Staff

### [INTRO FOR OELA/OCTAE/OSERS/OESE]

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

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

### [INTRO FOR OPE]

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

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

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

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

Q2. Knowledge of grant program/project Federal requirements and policy

Q3. Responsiveness to your questions

Q4. Professionalism

Q5. Sufficiency of guidance in responses

Q6. Communication about changes that may affect your program

Q7. [DO NOT ASK OSERS or OESE] Consistency of responses with ED staff from different offices

Q8. [DO NOT ASK FCC/FPROP PROGRAMS] Collaboration with other ED programs or offices in providing relevant services (e.g., clarify issues regarding program policy and regulations, obtain guidance on grants policy and administration, obtain guidance on financial drawdowns, share information regarding best practices)

## Online Resources

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

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

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

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

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

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

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

## Information in Application Package **[ONLY FOR OPE]**

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

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

### **Grant Performance Reporting Requirements**

Q31. Please think about the performance reporting requirements for your grant and rate the following where “1” is “Poor” and “10” is “Excellent”: [INCLUDE A “Not Applicable” OPTION]

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

**[NOTE FOR OPE]** Specifically, think about the performance report that the Department requires you to submit annually – the Annual Performance Report (APR)

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

Q32. How could we improve the grant reporting process?

### **Technical Assistance**

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

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

Now please rate the following attributes related to the technical assistance provided by [GRANT PROGRAM] staff where “1” is “Poor” and “10” is “Excellent” **[DO NOT ASK OPE Qs 34-37]**

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

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

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

Examples of ED-funded technical assistance providers:

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

- a. Yes (Please Identify the primary ED-FUNDED TECHNICAL ASSISTANCE PROVIDER that provided technical services to you)
- b. No [skip to Q40]

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

**ACSI Benchmark Questions**

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

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

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

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

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

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

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

Q45. Which of the following best describes your job role?

- a. Project/State Director
- b. School Officer
- c. Grant Coordinator
- d. Superintendent
- e. Business Manager
- f. Other, please specify

Q46. How long have you been in this role?

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

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

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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=7 IDEA - State Directors of Special Education (Part B) ASK 1-8 BELOW**

Q7.1. How often do you receive technical assistance and support from your State lead?

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

Q7.2. In the past 12 months, how often were you a part of (actively or passively) an education or special education policy discussion with OSEP staff?

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

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

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

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

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

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

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

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

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

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

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