Evaluation of the ESSA Title I, Part D Neglected or Delinquent Programs

State Education Agency Coordinator Survey

Label containing selected sample members survey ID

Agency Name

Label comment

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Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

V081216

Dear Coordinator,

Thank you for agreeing to participate in the Evaluation of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title I, Part D Neglected or Delinquent Programs.

* **Purpose of Study:** To better understand how state agencies, local education agencies, and juvenile justice and child welfare facilities implement education and transition programs for children and youth who are neglected or delinquent.
* **Sponsor:** The study is sponsored by the U.S. Department of Education (ED) and is being conducted by American Institutes for Research (AIR) under contract to ED.
* **Participation:** Your participation in this survey is voluntary, and you may choose not to respond to any of the items or discontinue it at any time.
* **Confidentiality:** All information collected will be reported only in aggregate. We will not provide information that identifies you to anyone outside the study team, except as required by law.
* **Response Burden:** This survey should require approximately 30 minutes of your time.
* **Benefits:** Your participation will help policymakers, educators, and researchers at the local, state, and federal levels understand how Title I, Part D programs are implemented and the barriers to implementation.
* **More Information:** For questions or more information about this study, you may contact the AIR study team at XXXX@air.org or call the study toll-free-number at 1-800-XXX-XXXX.

|  |
| --- |
| Please enter your answers directly on the questionnaire, by selecting the appropriate box, or by writing your answer in the space provided. |

Thank you for your contribution to this very important study!

**A. Agency Characteristics**

A1. What is your current job title at your agency?

|  |  |
| --- | --- |
|  | Enter Job Title |

**A2. In a typical week, what percentage of your work hours are spent working on tasks related to Title I, Part D?**

Please select only one answer.

* Less than 20%
* 20 – 39%
* 40 – 59%
* 60 – 79%
* 80% or more

A3. How many years have you worked as a Title I, Part D Coordinator at your agency?

Please select only one answer.

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

A4. On July 1, 2016, what were the unduplicated counts (Subpart 1 and Subpart 2) of children and youth in all ESSA Title I, Part D−funded facilities/programs in your state?

*This information can be found in your Consolidated State Performance Report (CSPR) data.*

Please enter the counts in the boxes below.

|  |  |
| --- | --- |
|  | Unduplicated count of children and youth served in **Subpart 1 (state agency)** programs |
|  |  |
|  | Unduplicated count of children and youth served in **Subpart 2 (local educational agency)** programs |

A5. Approximately what percentage of your state’s total education funding comes from Title I, Part D?

Please enter the percentage in the box below.

|  |  |
| --- | --- |
|  | Percentage of total state education funding from Title I, Part D |

**B. Title I, Part D Program Administration**

Shared Decision Making and Collaborative Planning

B1. What is your level of collaboration with each of the following federal agencies with regard to programs or other efforts for the children and youth who are neglected and/or delinquent in your state?

Please select one answer in each row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Not At All Collaborative | Not Very Collaborative | Somewhat Collaborative | Very Collaborative | Not Applicable |
| a. | Administration for Children and Families (U.S. Department of Health and Human Services) | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| b. | Substance Abuse and Mental Health Services Administration (U.S. Department of Health and Human Services) | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| c. | U.S. Department of Education | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| d. | U.S. Department of Housing and Urban Development | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| e. | U.S. Department of Justice | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| f. | U.S. Department of Labor | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| g. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |

**B. Title I, Part D Program Administration, continued**

B2. What is your level of collaboration with each of the following state agencies/partners with regard to programs or other efforts for the children and youth who are neglected and/or delinquent in your state?

Please select one answer in each row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Not At All Collaborative | Not Very Collaborative | Somewhat Collaborative | Very Collaborative | Not Applicable |
| a. | Department of Child and Family/Health and Human Services | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| b. | Department of Mental/Behavioral Health Services | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| c. | Department of Juvenile Justice/Corrections | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| d. | Department of Adult Justice/Corrections | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| e. | Department of Housing/Urban Development | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| f. | Department of Labor | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| g. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |

B3. How often does your agency use the following program/department coordination or interagency collaboration practices in support of education and related services for children and youth served by Title I, Part D?

Please select one answer in each row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | | Never | Rarely | Sometimes | Often |
| a. | | Interagency meetings | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | | Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | | Blended or braided funding or other resource sharing | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | | Co-training of staff (e.g., training teachers and security staff together) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | | Co-location of staff (e.g., mental health agency employees who regularly work in a juvenile justice facility) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Other, please specify below.   |  | | --- | |  | | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

**B. Title I, Part D Program Administration, continued**

B4. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following program *planning* activities a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Ensuring that the Title I, Part D program is included in statewide education planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Creating/modifying a state-level strategic plan for the Title I, Part D program | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Setting Title I, Part D program timelines/deadlines | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | **Developing** Title I, Part D program applications | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | **Reviewing** Title I, Part D program applications | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Requesting revisions to Title I, Part D program applications as needed | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Assisting **state agencies in their Title I, Part D, Subpart 1** program planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Assisting **local education agencies (school districts) in their Title I, Part D, Subpart 2** program planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| i. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B5. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following program *implementation* activities a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor  Focus | Moderate  Focus | Major  Focus |
| a. | Coordinating, overseeing, or other involvement in **academic instruction** in facilities/programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Providing **training and technical assistance** to facility/program staff | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Conducting **program (including fiscal) monitoring** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Conducting **student progress monitoring** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Conducting/coordinating required **program data collection** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

**B. Title I, Part D Program Administration, continued**

Uses of Funds

B6. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following activities related to subgrantees’ uses of funds a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Approving uses of Title I, Part D funds in subgrantee applications | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Approving uses of Title I, Part D funds as requested by subgrantees (after funding allocation) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Providing guidelines or technical assistance for subgrantees to determine for themselves allowable and/or appropriate uses of Title I, Part D funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Creating a list(s) of or otherwise disseminating allowable and/or unallowable uses of Title I, Part D funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Ensuring that Title I, Part D, **Subpart 2** funds are used *supplementally* | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B6a. How are Title I, Part D funds (Subpart 2 subgrants only) allocated to local facilities/programs through your agency?

Please select only one answer.

* All funds are allocated **by formula**, based on facility/program child counts.
* All funds are allocated **competitively/by discretion of my agency**.
* Some funds are allocated by formula AND some funds are allocated competitively/by discretion.
* Other, please specify below.

|  |
| --- |
|  |

B. Title I, Part D Program Administration, continued

Education Assessments, Strategies, and Services

B7. To what extent is your state focused on each of the following with regard to the education of children and youth served under the Title I, Part D programs (both state and local)?

Please select one answer in each row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | | Improving education quality | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | | Using evidence-based educational practices | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Increasing high school graduation rates | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Increasing rates of high school equivalency certificates earned (e.g., GED, TASC, or HiSET) | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Increasing access to **postsecondary education** | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Increasing access to **career and technical education** | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Increasing access to **arts education** | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Increasing access to **social and emotional learning education** | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| i. | Improving independent living and other “life” skills | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| j. | Other, please specify below.   |  | | --- | |  | | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B. Title I, Part D Program Administration, continued

B8. Do state or local policies (e.g., legislation) regulate any of the following within state and local Title I, Part D programs?

Please select one answer for state agency programs and one answer for local programs in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | State Agency Programs | | Local Programs | |
| Yes | No | Yes | No |
| a. | The **timing** of academic assessments (e.g., pre- and posttests) | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| b. | The **test(s) used** for academic assessment | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| c. | Whether academic assessment results are shared with a child’s/youth’s subsequent placement | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| d. | The academic **curricula** used | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| e. | The **instructional practices** used | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| f. | The **supplemental** use of Title I, Part D funds | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| g. | The length of the **instructional day** | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| h. | The length of the **school year** | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| i. | Participation/engagement by parents or other family members/caregivers in a child’s/youth’s education | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| j. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏0 | 🞏1 | 🞏0 |

B. Title I, Part D Program Administration, continued

B9. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following activities related to educational and related programming a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Setting or translating statewide education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Providing training/technical assistance on best/evidence-based practices for academic **screening and assessment** to Title I, Part D subgrantees | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Providing training/technical assistance on best/evidence-based practices for academic **instruction** to Title I, Part D subgrantees | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Observing classroom instruction in Title I, Part D−funded facilities/programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Identifying and/or helping subgrantees identify areas of academic need within student populations served by the Title I, Part D program | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

Special Education

B10. Thinking about your role as the state Title I, Part D Coordinator, how often do you coordinate with the Special Education office within your state education agency about each of the following?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Never | Rarely | Sometimes | Often |
| a. | Coordinating program **planning** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Coordinating or consolidating program **funding** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Coordinating program **monitoring** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Using each program’s **data** for program improvement or other future program planning or efforts | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B. Title I, Part D Program Administration, continued

B11. Thinking about your role as the State Title I, Part D Coordinator, to what extent are the following activities related to serving students with special needs a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Ensuring that subgrantees understand the federal requirement of providing a free appropriate public education to all children and youth with disabilities served by Title I, Part D programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Providing training/technical assistance on best/evidence-based practices for the education of students with disabilities (e.g., appropriate accommodations, valid and reliable alternative assessments, education in the least restrictive environment) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Ensuring that subgrantees work with the school districts and schools to which children and youth with disabilities return following involvement in Title I, Part D programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Ensuring that teachers and other instructional staff have the necessary qualifications/credentials to teach children and youth with disabilities | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B. Title I, Part D Program Administration, continued

Institution-wide Projects

B12. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following activities related to institution-wide projects (IWPs) within state juvenile correctional facilities a focus of your work?

🞏1 My state does not implement any Title I, Part D IWPs (if selected, go to Question B13).

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Supporting the needs assessment process within facilities | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Providing and/or encouraging professional development for facility staff on IWP implementation | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Creating indicators to assess IWP implementation/compliance and including the indicators in monitoring | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Providing data and/or assisting facilities in using data to identify innovative institution-wide practices | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Helping facilitate communication and collaboration **between agencies/departments within facilities** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Helping facilitate communication and collaboration **between juvenile correctional education providers and the community** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Identifying alternative or additional funding sources for incorporation into IWPs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B. Title I, Part D Program Administration, continued

Transition Planning and Support

B13. Do state or local policies (e.g., legislation) regulate any of the following within state and local Title I, Part D programs?

Please select one answer for state agency programs and one answer for local programs in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | State Agency Programs | | Local Programs | |
|  |  | Yes | No | Yes | No |
| a. | Whether all students (i.e., not just students eligible for special education) are required to have transition plans | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| b. | The timing of the exchange of student records between placements | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| c. | Whether facilities/programs must employ a dedicated transition coordinator or staff person with dedicated responsibility for transition planning and support | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| d. | Whether child welfare or juvenile justice agencies/facilities may have contact with children and youth following exit | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| e. | How Title I, Part D funds are to be used for transition planning, services, and/or support | 🞏1 | 🞏0 | 🞏1 | 🞏0 |
| f. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏0 | 🞏1 | 🞏0 |

B. Title I, Part D Program Administration, continued

B14. Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following activities related to transition planning and support a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not  a Focus | Minor Focus | Moderate Focus | Major Focus |
| a. | Creating a statewide transition plan for subgrantees | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Providing and/or encouraging professional development for facility staff on transition planning and support | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Creating indicators to assess transition planning and support and including the indicators in monitoring | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Providing data and/or assisting facilities in using data to identify innovative transition practices | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Facilitating and/or encouraging communication/coordination between Title I, Part D−funded facilities and local school districts | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Assisting Title I, Part D−funded facilities in overcoming barriers/challenges to student record/information sharing | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

C. Outcome Assessment and Utilization

C1. Does the state require the assessment of educational outcomes for students served by Title I, Part D funds?

Please select only one answer.

* Yes
* No

C2. Even if your state does not require the use of educational program outcomes measures, do you use them in your state- and locally-operated facilities/programs that receive Title I, Part D funds?

Please select only one answer.

* Yes
* No, Go to Question **C6**, on page **16**

C3. How are educational program outcomes measured in the state- and locally-operated facilities/programs receiving Title I, Part D funds in your state?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Yes | No |
| a. | Standardized, summative assessments (e.g., state end-of-year assessment) | 🞏1 | 🞏0 |
| b. | Standardized, formative assessments (e.g., formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning to improve student attainment) | 🞏1 | 🞏0 |
| c. | Informal assessments (e.g., teacher observation, student work) | 🞏1 | 🞏0 |
| d. | Course grades | 🞏1 | 🞏0 |
| e. | Course credits | 🞏1 | 🞏0 |
| g. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏0 |

C. Outcome Assessment and Utilization, continued

C4. Are outcomes measured for any of the following specific subpopulations of students within state and/or local Title I, Part D−funded facilities/programs?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Yes | No |
| a. | Students with disabilities | 🞏1 | 🞏0 |
| b. | English language learners | 🞏1 | 🞏0 |
| c. | Black students | 🞏1 | 🞏0 |
| d. | Hispanic/Latino students | 🞏1 | 🞏0 |
| e. | American Indian and/or Alaskan Native students | 🞏1 | 🞏0 |
| f. | By gender | 🞏1 | 🞏0 |
| g. | Other, please specify below.   |  | | --- | |  | | 🞏1 | 🞏0 |

C5. Which of the following post-exit, education-related outcomes does your state track for children and youth served by Title I, Part D?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Yes | No |
| a. | High school course credits awarded | 🞏1 | 🞏0 |
| b. | High school graduation rates and/or diplomas awarded | 🞏1 | 🞏0 |
| c. | High school equivalency certificates earned (e.g., GED, TASC, or HiSET) | 🞏1 | 🞏0 |
| d. | High school dropout rates | 🞏1 | 🞏0 |
| e. | Postsecondary education acceptance/enrollment | 🞏1 | 🞏0 |
| f. | Postsecondary education dropout/incompletion rates | 🞏1 | 🞏0 |
| g. | Career and technical certificates awarded | 🞏1 | 🞏0 |
| h. | Technical/training school acceptance/enrollment and/or apprenticeships | 🞏1 | 🞏0 |
| i. | Employment or other labor market outcomes | 🞏1 | 🞏0 |

C. Outcome Assessment and Utilization, continued

C6. Has your state education agency developed a formal program monitoring and/or program improvement process (e.g., continuous quality improvement) toward achieving statewide outcomes for students served by Title I, Part D?

Please select only one answer.

* Yes, Go to Question **C7**
* No, Go to Question **C8**

C7. Does your state education agency require a formal program monitoring and/or program improvement process for its Title I, Part D subgrantees?

Please select only one answer.

* Yes
* No

C8. To what extent do you think your state is meeting its goal of improving education-related outcomes for children and youth in the juvenile justice and/or child welfare systems?

Please select only one answer.

* Not at all
* To a slight extent
* To some extent
* To a great extent

C9. How often does your agency use process data (e.g., data that track delivery of services to students, such as adherence to curriculum or children and youth participation in education activities, etc.) collected by your state agency and/or by subgrantees for each of the following?

Please select only one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Never | Rarely | Sometimes | Often |
| a. | Reviewing fidelity to subgrantee applications. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

C. Outcome Assessment and Utilization, continued

C10. How often does your agency use outcome data (e.g., data that track gains in reading and mathematics, high school course credits awarded, or community school reenrollment) collected by your state agency and/or by subgrantees for each of the following?

Please select only one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Never | Rarely | Sometimes | Often |
| a. | Reviewing progress toward achieving state and/or subgrantee goals/outcomes | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

**C11. Are there any comments or thoughts that you would like to share about on your experiences with Title I, Part D funds?**

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|  |

THANK YOU FOR COMPLETING THIS SURVEY!