

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](tel: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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
b. Substance Abuse and Mental Health Services Administration (U.S. Department of Health and Human Services)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
c. U.S. Department of Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
d. U.S. Department of Housing and Urban Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
e. U.S. Department of Justice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
f. U.S. Department of Labor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
g. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 150px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
b. Department of Mental/Behavioral Health Services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
c. Department of Juvenile Justice/Corrections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
d. Department of Adult Justice/Corrections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
e. Department of Housing/Urban Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
f. Department of Labor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
g. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Blended or braided funding or other resource sharing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Co-training of staff (e.g., training teachers and security staff together)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Co-location of staff (e.g., mental health agency employees who regularly work in a juvenile justice facility)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Creating/modifying a state-level strategic plan for the Title I, Part D program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Setting Title I, Part D program timelines/deadlines	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Developing Title I, Part D program applications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Reviewing Title I, Part D program applications	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Requesting revisions to Title I, Part D program applications as needed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Assisting state agencies in their Title I, Part D, Subpart 1 program planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Assisting local education agencies (school districts) in their Title I, Part D, Subpart 2 program planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Providing training and technical assistance to facility/program staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Conducting program (including fiscal) monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Conducting student progress monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Conducting/coordinating required program data collection	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Approving uses of Title I, Part D funds as requested by subgrantees (after funding allocation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Providing guidelines or technical assistance for subgrantees to determine for themselves allowable and/or appropriate uses of Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Creating a list(s) of or otherwise disseminating allowable and/or unallowable uses of Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Ensuring that Title I, Part D, Subpart 2 funds are used <i>supplementally</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Using evidence-based educational practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Increasing high school graduation rates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Increasing rates of high school equivalency certificates earned (e.g., GED, TASC, or HiSET)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Increasing access to postsecondary education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Increasing access to career and technical education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Increasing access to arts education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Increasing access to social and emotional learning education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Improving independent living and other "life" skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. The test(s) used for academic assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Whether academic assessment results are shared with a child's/youth's subsequent placement	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. The academic curricula used	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. The instructional practices used	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. The supplemental use of Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. The length of the instructional day	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. The length of the school year	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Participation/engagement by parents or other family members/caregivers in a child's/youth's education	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
j. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Providing training/technical assistance on best/evidence-based practices for academic screening and assessment to Title I, Part D subgrantees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Providing training/technical assistance on best/evidence-based practices for academic instruction to Title I, Part D subgrantees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Observing classroom instruction in Title I, Part D-funded facilities/programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Identifying and/or helping subgrantees identify areas of academic need within student populations served by the Title I, Part D program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Other, please specify below. <input style="width: 300px; height: 20px;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Coordinating or consolidating program funding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Coordinating program monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Using each program's data for program improvement or other future program planning or efforts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Other, please specify below. <input style="width: 300px; height: 20px;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Ensuring that teachers and other instructional staff have the necessary qualifications/credentials to teach children and youth with disabilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Providing and/or encouraging professional development for facility staff on IWP implementation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Creating indicators to assess IWP implementation/compliance and including the indicators in monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Providing data and/or assisting facilities in using data to identify innovative institution-wide practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Helping facilitate communication and collaboration between agencies/departments within facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Helping facilitate communication and collaboration between juvenile correctional education providers and the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Identifying alternative or additional funding sources for incorporation into IWPs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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 <u>all</u> students (i.e., not just students eligible for special education) are required to have transition plans	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. The timing of the exchange of student records between placements	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Whether facilities/programs must employ a dedicated transition coordinator or staff person with dedicated responsibility for transition planning and support	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Whether child welfare or juvenile justice agencies/facilities may have contact with children and youth following exit	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. <u>How</u> Title I, Part D funds are to be used for transition planning, services, and/or support	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Providing and/or encouraging professional development for facility staff on transition planning and support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Creating indicators to assess transition planning and support and including the indicators in monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Providing data and/or assisting facilities in using data to identify innovative transition practices	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Facilitating and/or encouraging communication/coordination between Title I, Part D-funded facilities and local school districts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Assisting Title I, Part D-funded facilities in overcoming barriers/challenges to student record/information sharing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Informal assessments (e.g., teacher observation, student work)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Course grades	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Course credits	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. English language learners	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Black students	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Hispanic/Latino students	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. American Indian and/or Alaskan Native students	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. By gender	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. High school graduation rates and/or diplomas awarded	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. High school equivalency certificates earned (e.g., GED, TASC, or HiSET)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. High school dropout rates	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Postsecondary education acceptance/enrollment	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Postsecondary education dropout/incompletion rates	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Career and technical certificates awarded	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. Technical/training school acceptance/enrollment and/or apprenticeships	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Employment or other labor market outcomes	<input type="checkbox"/> 1	<input type="checkbox"/> 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

THANK YOU FOR COMPLETING THIS SURVEY!