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

Local 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.

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| 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 local education 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 in 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 was the unduplicated count of children and youth in all of the facilities/programs receiving Title I, Part D, Subpart 2 funds through your agency?

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

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | Unduplicated count of children and youth served in **Subpart 2–funded** programs |

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

Please enter the percentage in the box below.

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

A. Agency Characteristics

A6. What is the standard ratio of children and youth to instructional staff (e.g., teachers, teaching assistants, librarians, principals)for children and youth in facilities/programs receiving Title I, Part D funds through your agency?

 *Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50.*

Please provide a number in each column.

|  |
| --- |
| Children and Youth to Instructional Staff Ratio |
| Number of Children and Youth |  |  Number of Instructional Staff |
|

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A7. On July 1, 2016, approximately how many children and youth served by Title I, Part D through your agency had been identified as English language learners?

*Please enter the count in the box below.*

|  |  |
| --- | --- |
|  | Number of children and youth who are English language learners |

A8. On July 1, 2016, approximately how many children and youth served by Title I, Part D in this facility/program were eligible for services under Individuals with Disabilities Education Act (IDEA), Part B?

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | *Number of children and youth eligible for services under IDEA, Part B* |

A9. For each type of educational technology hardware and networks listed, please indicate if they are used in facilities/programs receiving Title I, Part D funds through your agency.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Local area network(s) (LAN) (network limited to office, building, or facility) | 🞏1 | 🞏0 |
| b. | Statewide or wide area network(s) (WAN) (network connected across a geographical area, such as one that connects to other facilities or offices) | 🞏1 | 🞏0 |
| c. | Smartboards (standalone or networked)  | 🞏1 | 🞏0 |
| d. | Desktop computers (standalone or networked) | 🞏1 | 🞏0 |
| e. | Laptop computers | 🞏1 | 🞏0 |
| f. | E-readers, tablets, or other mobile devices | 🞏1 | 🞏0 |
| g. | Other, please specify below.

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 | 🞏1 | 🞏0 |

A. Agency Characteristics

A10. Please indicate if the children and youth in facilities/programs receiving Title I, Part D through your agency use computers in any of the following ways.

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Curriculum delivery  | 🞏1 | 🞏0 |
| b. | Credit recovery programs | 🞏1 | 🞏0 |
| c. | Online college courses | 🞏1 | 🞏0 |
| d. | Supplemental instruction or intervention (e.g., IXL, Voyager, Accelerated Reading/Mathematics) | 🞏1 | 🞏0 |
| e. | State-mandated end-of-year assessments | 🞏1 | 🞏0 |
| f. | Summative assessments (evaluate student learning outcomes at the conclusion of an instructional period, such as a unit or semester) | 🞏1 | 🞏0 |
| g.  | Benchmark or interim assessments (short tests administered throughout the school year; a tool to measure student growth) | 🞏1 | 🞏0 |
| h.  | Performance-based assessment | 🞏1 | 🞏0 |
| i. | Tracking progress toward transition plan outcomes | 🞏1 | 🞏0 |
| j. | Word processing | 🞏1 | 🞏0 |
| k. | Career development (e.g., job searching, aptitude testing) | 🞏1 | 🞏0 |
| l. | Recreation (e.g., social media, e-mail, instant messaging, games) | 🞏1 | 🞏0 |
| m. | Life skills (e.g., critical thinking, problem solving) | 🞏1 | 🞏0 |
| n. | Other, please specify below.

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 | 🞏1 | 🞏0 |

**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 agencies/partners with regard to programs or other efforts for the children and youth who are neglected and/or delinquent inyour local educational agency?

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 Housing/Urban Development | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| e. | Department of Labor  | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| f. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |

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

B2. 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. | Meetings with the state Title I, Part D coordinator | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Interagency meetings | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d.  | Blended or braided funding or other resource sharing | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e.  | Co-training of staff (e.g., training teachers and security staff together) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Co-location of staff (e.g., mental health agency employees who regularly work in a juvenile justice facility) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

B3. Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following program *planning* activities a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| a. | Ensuring that the Title I, Part D program is included in districtwide education planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Creating/modifying a district-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. | Responding to the state’s Title I, Part D program application | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | **Reviewing** local facility/program Title I, Part D program plans | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | **Requesting revisions to** local facility/program Title I, Part D program plans as needed | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Assisting local facilities/programs in their Title I, Part D program planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| 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.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

Uses of Funds

B5. Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following activities related to local facilities’/programs’ use of funds a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| a. | Approving uses of Title I, Part D funds in **facility/program Part D program plans** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Approving uses of Title I, Part D funds **as requested** by local facilities/programs (after funding allocation) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Providing guidelines or technical assistance for local facilities/programs 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 funds are used *supplementally* in local facilities/programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B6. How are Title I, Part D funds 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.

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

B7. During the past three fiscal/school years, has your agency experienced a decrease in Title I, Part D funding?

Please select only one answer.

* Yes, Go to Question **B8**
* No, Go to Question **B9**

B8. What is the cause(s) for the Title I, Part D funding decrease(s) your agency experienced during the past three fiscal/school years?

 *Please select one response in each row.*

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Decrease in the count of neglected or delinquent children and youth in residential placement in the **state** | 🞏1 | 🞏0 |
| b. | Decrease in the count of neglected or delinquent children and youth in residential placement in **this school** **district** | 🞏1 | 🞏0 |
| c. | Carryover funds not drawn down in a timely manner and were revoked by state education agency | 🞏1 | 🞏0 |
| d. | Change in state or local funding formulas | 🞏1 | 🞏0 |
| g. | Other, please specify below.

|  |
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 | 🞏1 | 🞏0 |

B9. Thinking about your agency’s last fiscal/school year (2015–16), were any Title I, Part D, Subpart 2 funds over into the current fiscal/school year (2016–17)?

Please select only one answer.

* Yes, Go to Question **B10**
* No, Go to Question **B12**, on page **11**

B10. How much of the Title I, Part D, Subpart 2 funds were carried over into the current fiscal/school year (2016–17)?

Please enter the amount in dollars.

|  |  |
| --- | --- |
|  | Total dollars carried over from last fiscal/school year 2015–16 |

B11. Thinking about your agency’s last fiscal/school year (2015-16) what were the main reasons that Title I, Part D funds were carried over into the current fiscal/school year (2016-17)?

*Please select all that apply.*

 Facility/program closure(s) and/or merger(s)

 Decrease in number of eligible students

 Delay/failure to replace staff supported by Part D funds

 Facilities/programs receiving funds were unsure of the accounting and/or reporting requirements for uses of funds

 Facilities/programs receiving funds requested to use funds in ways that did not meet program goals or requirements

 Other, please specify below.

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

Instructional Staff Qualifications and
Professional Development

B12. Does your agency provide annual professional development to instructional staff in the facilities/programs receiving Title I, Part D funds through your agency?

Please select only one answer.

* Yes, Go to Question **B12**
* No, Go to Question **B13**

B13. Which of the following areas of professional development has your agency provided in the past three years to instructional staff in the facilities/programs receiving Title I, Part D funds?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Reading/language arts/English | 🞏1 | 🞏0 |
| Mathematics | 🞏1 | 🞏0 |
| Other academic subjects (e.g., science, social studies, foreign language) | 🞏1 | 🞏0 |
| Instructional strategies for English language learners | 🞏1 | 🞏0 |
| Instructional strategies for students with individualized education programs (IEPs) | 🞏1 | 🞏0 |
| Student behavioral management or positive behavior strategies | 🞏1 | 🞏0 |
| Analyzing and interpreting student data | 🞏1 | 🞏0 |
| Using educational technology | 🞏1 | 🞏0 |
| Program management and planning | 🞏1 | 🞏0 |
| Program budgeting | 🞏1 | 🞏0 |
| Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

**B14. Does your agency have a staff recruitment or staff assignment policy specifically for staff who work with children and youth who are neglected or delinquent?**

*Please select one answer in each row.*

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Staff **recruitment** policy | 🞏1 | 🞏0 |
| Staff **assignment** policy | 🞏1 | 🞏0 |

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

**B15. Does your agency offer any of the following incentives to hire or retain staff for the Title I, Part D program?**

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Reading/language arts/English | 🞏1 | 🞏0 |
| Mathematics | 🞏1 | 🞏0 |
| Other academic subjects (e.g., science, social studies, foreign language) | 🞏1 | 🞏0 |
| Instructional strategies for English language learners | 🞏1 | 🞏0 |
| Instructional strategies for students with individualized education programs (IEPs) | 🞏1 | 🞏0 |
| Student behavioral management or positive behavior strategies | 🞏1 | 🞏0 |
| Analyzing and interpreting student data | 🞏1 | 🞏0 |

B16. During the past three fiscal years, how much of a challenge has it been to retain staff in each of the following personnel categories?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not a Challenge | Minor Challenge | Moderate Challenge | Major Challenge |
| a. | Instructional staff | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Support services staff | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Administrators and/or managers | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

Education Assessments, Strategies, and Services

B17. 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?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not a Focus | MinorFocus | ModerateFocus | MajorFocus |
| 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 |
| g. | Increasing access to **social and emotional learning education** | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Improving independent living and other “life” skills | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| i. | Other, please specify below.

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| --- |
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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

B18. Do state or local policies (e.g., legislation) regulate any of the following within the local facilities/programs receiving Title I, Part D funds through your agency?

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **State Policies Regulate** | **Local Policies Regulate** |
|  |  | **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 or not 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.

|  |
| --- |
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 | 🞏1 | 🞏0 | 🞏1 | 🞏0 |

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

B19. Thinking about your role as the Title I, Part D Coordinator for your agency, 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| a. | Translating **statewide** education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness) for the local facilities/programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Setting or translating **districtwide** education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness) for the local facilities/programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Providing training/technical assistance on best/evidence-based practices for academic **screening and assessment** to the facilities/programs receiving Title I, Part D funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Providing training/technical assistance on best/evidence-based practices for academic **instruction** to facilities/programs receiving Title I, Part D funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Observing classroom instruction in facilities/programs receiving Title I, Part D funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Identifying and/or helping the facilities/programs identify areas of academic need within student populations served by the Title I, Part D program | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

Special Education

B20. Thinking about your role as the Title I, Part D Coordinator, how often do you coordinate with the Special Education office within your local educational 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.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B21. Thinking about your role as the Title I, Part D Coordinator for your agency, to what extent are the following activities related to serving students with special needs in local facilities/programs a focus of your work?

Please select one answer in each row.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| a. | Ensuring that local facilities/programs 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 local facilities/programs 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.

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|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

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

Transition Planning and Support

B22. Do state or local policies (e.g., legislation) regulate any of the following within the facilities/programs receiving Title I, Part D funds through your agency?

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **State Policies Regulate** | **Local Policies Regulate** |
|  |  | **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 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.

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|  |

 | 🞏1 | 🞏0 | 🞏1 | 🞏0 |

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

B23. Thinking about your role as the Title I, Part D Coordinator for your agency, 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Nota Focus | MinorFocus | ModerateFocus | MajorFocus |
| a. | Creating a districtwide transition plan for facilities/programs | 🞏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 program monitoring | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Providing data and/or assisting facilities/programs 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/programs in this or other school districts  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Assisting Title I, Part D−funded facilities/programs 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 your local educational agency to assess 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 facilities/program for students served by Title I, Part D funds?

Please select only one answer.

* Yes
* No, Go to Question **C5**, on page **20**

C3. How are educational program outcomes measured in the local facilities/programs receiving Title I, Part D funds through your agency?

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 |

C4. Are outcomes measured for any of the following specific subpopulations of students within the local facilities/programs receiving Title I, Part D funds through your agency?

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 |

**C. Outcome Assessment and Utilization, continued**

**C5. Are the facilities/programs receiving Title I, Part D funds through your agency able to track student outcomes for children and youth served by Title I, Part D post-exit?**

Please select only one answer.

* Yes, Go to Question **C6**
* No, Go to Question **C7**

C6. Which of the following post-exit, education-related student outcomes does your agency 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 |

C7. Has your agency developed a formal program monitoring and/or program improvement process (e.g., continuous quality improvement) toward achieving state- and/or districtwide outcomes for students served by Title I, Part D?

Please select only one answer.

* Yes, Go to Question **C8**
* No, Go to Question **C9** on page 21

C8. Does your state education agency require your agency to have a formal program monitoring and/or program improvement process for the local facilities/programs receiving Title I, Part D?

Please select only one answer.

* Yes
* No

**C. Outcome Assessment and Utilization, continued**

C9. To what extent do you think your agency 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

C10. 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 agency and/or by local facilities/programs for each of the following?

Please select only one answer in each row.

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

C11. 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 agency and/or by local facilities/programs 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 district Part D goals/outcomes | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Identifying areas for service delivery improvement when state and/or district Part D goals/outcomes are not met | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

**C12. 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!