

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB number. The valid OMB control number of this information collection is **####-####**. The time required to complete this information collection is estimated to average 30 minutes per survey, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestion for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

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

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 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
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>

- 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.

<input style="width: 90%;" type="text"/>	<i>Number of children and youth who are English language learners</i>
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- 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.

<input style="width: 90%;" type="text"/>	<i>Number of children and youth eligible for services under IDEA, Part B</i>
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- 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Smartboards (standalone or networked)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Desktop computers (standalone or networked)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Laptop computers	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. E-readers, tablets, or other mobile devices	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <input style="width: 90%;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Credit recovery programs	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Online college courses	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Supplemental instruction or intervention (e.g., IXL, Voyager, Accelerated Reading/Mathematics)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. State-mandated end-of-year assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Summative assessments (evaluate student learning outcomes at the conclusion of an instructional period, such as a unit or semester)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Benchmark or interim assessments (short tests administered throughout the school year; a tool to measure student growth)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. Performance-based assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Tracking progress toward transition plan outcomes	<input type="checkbox"/> 1	<input type="checkbox"/> 0
j. Word processing	<input type="checkbox"/> 1	<input type="checkbox"/> 0
k. Career development (e.g., job searching, aptitude testing)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
l. Recreation (e.g., social media, e-mail, instant messaging, games)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
m. Life skills (e.g., critical thinking, problem solving)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
n. 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

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 in your 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	<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 Housing/Urban Development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
e. Department of Labor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
f. Other, please specify below. <input style="width: 150px; height: 15px;" type="text"/>	<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. 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Interagency meetings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. 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
d. Blended or braided funding or other resource sharing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. 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
f. 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
g. 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

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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Ensuring that the Title I, Part D program is included in districtwide education planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Creating/modifying a district-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. Responding to the state's Title I, Part D program application	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Reviewing local facility/program Title I, Part D program plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Requesting revisions to local facility/program Title I, Part D program plans as needed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Assisting local facilities/programs in their Title I, Part D program planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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.

	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

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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Approving uses of Title I, Part D funds in facility/program Part D program plans	<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 local facilities/programs (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 local facilities/programs 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 funds are used <i>supplementally</i> in local facilities/programs	<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: 300px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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.

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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Decrease in the count of neglected or delinquent children and youth in residential placement in this school district	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Carryover funds not drawn down in a timely manner and were revoked by state education agency	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Change in state or local funding formulas	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <input style="width: 400px; height: 20px;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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.

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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Other academic subjects (e.g., science, social studies, foreign language)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Instructional strategies for English language learners	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Instructional strategies for students with individualized education programs (IEPs)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Student behavioral management or positive behavior strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Analyzing and interpreting student data	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Using educational technology	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Program management and planning	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Program budgeting	<input type="checkbox"/> 1	<input type="checkbox"/> 0
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

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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Staff assignment policy	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Other academic subjects (e.g., science, social studies, foreign language)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Instructional strategies for English language learners	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Instructional strategies for students with individualized education programs (IEPs)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Student behavioral management or positive behavior strategies	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Analyzing and interpreting student data	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Support services staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Administrators and/or managers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	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
g. Increasing access to social and emotional learning education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Improving independent living and other "life" skills	<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

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)	<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 or not 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

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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<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 screening and assessment to the facilities/programs receiving Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Providing training/technical assistance on best/evidence-based practices for academic instruction to facilities/programs receiving Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Observing classroom instruction in facilities/programs receiving Title I, Part D funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<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: 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

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	<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. <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

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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
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	<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 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	<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: 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

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 <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 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

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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Creating a districtwide transition plan for facilities/programs	<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 program monitoring	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Providing data and/or assisting facilities/programs 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/programs in this or other 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/programs 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: 100%; 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 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)	<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: 20px; width: 500px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<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: 20px; width: 350px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<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

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	<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 district Part D goals/outcomes are not met	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<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 district Part D goals/outcomes are not met	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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!