

**Evaluation of the ESSA Title I, Part D Neglected or Delinquent Programs
Case Study Interview Protocol
State Education Agency (SEA) Title I Coordinator**

State:	Interviewer:
Interviewee(s):	Date/Time:
Interviewee(s') Role(s): (select all that apply)	

Introduction – Key points to convey to the respondent:

- We are conducting case studies of the ESSA Title I, Part D programs. We are also administering a survey to all State Title I, Part D coordinators and a sample of local educational agency (school district) and facility staff to collect data from a wider range of respondents.
- The study’s results will be discussed in a final report that will be available publicly. The main purpose of this study is to share your perspectives and experiences with policy-makers as they continue to refine policy and technical assistance on important issues related to Title I, Part D programs. This is not a compliance study; our purpose is solely to provide policymakers and the general public with insight regarding implementation practices of Title I, Part D programs so programs and student outcomes can continue to be improved.
- The purpose of this interview is to obtain information about your ESSA Title I, Part D, N or D program (hereafter “Part D”) regarding the implementation and progress of your State’s Part D program including how the program is implemented and how are the students’ needs met.
- Officials at the U.S. Department of Education (ED) know that your State is participating in this study and your State will be identified in our public reporting. In addition, staff from ED will see transcripts from our interview, but the transcripts we share will be reviewed and edited to ensure that no personally identifying information is included.
- We know that you are very busy, and we appreciate your time. We anticipate that this interview will take approximately 60 minutes.
- Your participation in this interview is voluntary. You may discontinue your participation in this interview at any time, and through the course of the interview, if we touch on topics that you believe to be sensitive for any reason, please bring that to our attention so we will not include these comments either in public reporting or in discussions with ED.
- Your privacy is important to us and we will protect the confidentiality of the information you provide, to the extent provided by law. The reports prepared for this study will summarize interviews across respondents and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.
- In order for us to have an accurate account of your responses, we would like to record this interview. The recording will then be transcribed and all personally identifying information will be removed from the transcript. Do we have your permission to record this conversation?

- Do you have any questions before we begin?

First we would like to get some background information.

A. Agency Characteristics

1. Please describe your role within the State Education Agency. What are your responsibilities?
Probe →
 - a. Where does the Title I, Part D program fit in?
 - b. Please also describe your role with the State’s Title I, Part D program. What are your responsibilities?
2. How do you work with the State’s Title I, Part D (ND) Coordinator?

B. Shared Decision-Making & Collaborative Planning

1. Have you been involved in the planning for your State’s Part D program?
If yes → Please describe the planning for your agency’s Part D program, including who else was involved, any challenges, and outcomes.
2. N or D students are involved in multiple systems, which may make coordination and communication challenging. Have you experienced barriers to communication, collaboration, or coordination with other systems or agencies that work with N or D students?
Probe →
 - a. If so, please describe how you have handled these challenges.
 - b. Is there anything that could be done to help improve interagency communication, collaboration, or coordination?

C. Education Assessments, Strategies, and Services

Screening and Risk Assessments

1. Please describe the process of how the children and youth come to the Title I programs in your State.
Probe →
 - a. How are neglected or delinquent children and youth identified as needing the Part D program services?
2. What are the most frequent educational issues or problems of children and youth who come to the program? *Probe→* How have these problems and issues been identified? And by whom?
3. Are any standardized assessments used in identifying educational risks and needs?

General Education Services and Structure

4. What kinds of technical assistance and monitoring services does this State Education Agency provide to sub-grantees? Please describe.
5. Does your State Education Agency have a role in the support of priority educational issues or problems (for Title I programs? Including Title I, Part D)? *For example, does the state specifically support youth with any of the following issues: behavior management, special education, English language learners, social emotional learning, or career and technical education?*

Institution-wide Programming (IWP)

We would like to ask about institution-wide programming (IWP), which allows agencies to flexibly use Title I, part D and other Federal and State funds to serve all children in State juvenile correctional institutions or programs.

6. Are you involved in any way with Title I, Part D Institution-wide Programs (if the State has IWPs)? Please describe.
Probe →
 - a. In addition to Title I, Part D, Subpart 1 funds, what other funding sources (Federal, State, and/or other) does your State use for coordinated support of IWPs?
 - b. Is there anything else that you think would be important for us to know about your role or your experience with IWPs?

Transition Planning

7. How does the State support transition planning of children and youth who are N or D back into community-based academic settings? Please describe.
8. Does the State have specific expectations or support with regard to: high-quality transition planning, youth and family involvement in planning, or identification or use of community-resources in plans? Please describe.
9. How does the State support collaboration and coordination work across agencies (juvenile justice, child welfare, and education systems) on transition planning and services?

D. Instructional Staff Qualifications and Professional Development

1. How does the State support the professional development of instructional staff across Title I programs? Is there specific support for staff in Part D programs?
2. Is there a State level focus on the development of a qualified pool of instructors available to teach for Title I programs? Title I, Part D programs? Please describe.

3. Is there a State level focus on ensuring that curricula (used with Title I, Part D programs) are aligned with required State and school district content standards?

E. Outcome Assessment and Utilization

1. Is there a State level focus on tracking outcomes for students who participate in Title I programs, including Part D programs versus those who do not? Please describe.
2. Do you coordinate with other agencies and/or programs to track long-term educational outcomes? Please describe who you coordinate with and any policies or procedures that facilitate tracking long-term outcomes.

G. Overall Facilitators, Challenges, and Perceived Benefits

1. In your opinion, what have been some of the key benefits for children and youth involved in the Title I, Part D programming?
Probe →
 - a. What evidence is available to document these benefits?
2. Is there anything else that you would like to add regarding the topics we have talked about?

THANK YOU!