

**Evaluation of the ESSA Title I, Part D Neglected or Delinquent Programs
Case Study Interview Protocol
Local Facilities (Other) Staff Interviews**

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 ESSA Title I, Part D programs. We are also administering a survey to all State 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 the 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 45 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 in the Title I, Part D program. What are your responsibilities?
2. Please briefly summarize the (educational) services and programs that your facility provides as part of the Part D program.

C. Education Assessments, Strategies, and Services

Now, let's talk about the types of services and strategies that Title I, Part D funds support at your facility.

Screening and Risk Assessment

1. Please describe the process of how the children and youth come to the Part D program.
2. Does your Part D program use any educational risk assessments? If so, what?
Probe →
 - a. Please describe how they are administered and how the results are used.

General Education Services and Structure

3. Please describe the (educational) services and programs that your Part D programming provides.
4. What efforts are made to maintain the learning conditions (environment) that promote learning in your Part D program for all participating students?
5. Please describe how your Part D program addresses the unique educational and culturally related educational needs of racial and/or ethnic minorities in the program.
Probe →
 - a. Hispanic and/or Latino students
 - b. American Indian and/or Alaskan Native students
 - c. Other cultural and/or ethnic groups
 - d. If your district includes a Bureau of Indian Education (BIE) school within its boundaries, how are services for Native American youth coordinated with the Part D program?

Behavior Management

6. Could you describe your Part D program's approach to managing student behavior?
Probe →
 - a. How are conduct problems addressed for these students?

- b. What behavior management strategies are used in the classroom?
- c. Are any positive behavioral interventions and supports used? If so, please describe these interventions.

Special Education

7. How does your Part D program support children and youth with special needs, including students with disabilities?

Probe →

- a. What specific services are provided to youth with learning disabilities?

English Language Learner

8. How does your Part D program support children who are English language learners?

Probe →

- a. What specific services are provided to youth who are English language learners?

Social Emotional Learning

9. Please describe how the Part D program addresses the social and emotional needs of students (e.g., managing emotions, setting and achieving positive goals, feeling and showing empathy).

Probe →

- a. Are any specific social and emotional learning programs provided for these students?

Career and Technical Education

10. Please describe any vocational education, career technical education, or job training services provided as part of your Part D program?

Probe →

- a. How do students access these services?

Transition Planning

We would like to ask you some questions about the strategies that the Title I, Part D program uses to support youths' transitions as they enter custodial settings, and as they transition back into educational and vocational settings.

11. Please describe the transition services and supports that your Part D program provides.

Probe →

- a. What transition services are provided to youth: (a) as they enter placement, (b) while they are in placement, and (c) after they leave placement? *For example, adult mentor/advocate, orientation or information/counseling to prepare for transition back to school, training while in program, pre-release visit to school/employment setting, etc.?*

12. *[If not mentioned]* To what extent are youth and family members/caretakers involved in transition planning?

13. What aftercare/post exit services are included in the Part D program (directly)?

Probe →

- a. What is the extent, nature, and frequency of contact with youth and families during the aftercare period?
- b. How are the community services/aftercare plans determined?

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 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!