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

State Agency Coordinator Survey

Label containing selected sample members survey ID

Agency Name

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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 60 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 state agency?

|  |  |
| --- | --- |
|  | Enter Job Title |

A2. In what type of state agency is your current position located?

Please select only one answer.

* State Department of Education
* State Department of (Juvenile) Justice/Corrections
* State Department of Child and Family Services/Child Welfare
* Other (please specify):

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**A3. 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

A4. How many years have you worked in as a Title I, Part D Coordinator at your state agency?

Please select only one answer.

* Less than 1 year
* 1–3 years
* 4–6 years
* 7–10 years
* More than 10 years

A5. As of July 2016, how many Title I, Part D–funded facilities/programs are under your state agency’s jurisdiction?

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | Number of Title I, Part D facilities/programs |

 A. Agency Characteristics, continued

A6. How many children and youth were SERVED with Title I, Part D, Subpart 1 funds by your state agency on July, 2016?

“Served” refers to students who meet the following criteria: (1) in a program for children and youth who are neglected or delinquent, including juvenile and adult correctional facilities and community day programs; (2) enrolled in a state-funded regular program of instruction; (3) enrolled in a program that meets the length-of-stay requirements for the program type; and (4) 21 years of age or younger.

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | Number of children and youth served with Title I, Part D, Subpart 1 funds |

**A7. On July 1, 2016, what was the unduplicated count of children and youth in all Title I, Part D−funded facilities/programs under your state agency?**

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

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | Unduplicated count of children and youth served by Title I, Part D |

A8. Of the children and youth served by Title I, Part D funds by your state agency on July 1, 2016, how many were:

Please provide a number in each row. If “0,” select the box “None.” If children and youth fall into more than one race, please enter use the “Two or More Races” category.

|  |  |  |
| --- | --- | --- |
|  |  | Number of Children and Youth  |
| I. | Ethnicity |
| a. | Hispanic or Latino? |

|  |
| --- |
|  |

 | 🞏 None |
| II. | Race |
| a. | American Indian or Alaska Native? |

|  |
| --- |
|  |

 | 🞏 None |
| b. | Asian/Pacific Islander (includes Native Hawaiian)? |

|  |
| --- |
|  |

 | 🞏 None |
| c. | Black or African American? |

|  |
| --- |
|  |

 | 🞏 None |
| d. | White? |

|  |
| --- |
|  |

 | 🞏 None |
| e. | Two or More Races? |

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 | 🞏 None |

 A. Agency Characteristics, continued

A9. Of the children and youth served by Title I, Part D funds by your state agency on July 1, 2016, how many were:

Please provide a number in each row. If “0,” select the box “None.”

|  |  |  |
| --- | --- | --- |
|  |  | Number of Children and Youth  |
| a. | Male? |

|  |
| --- |
|  |

 | 🞏 None |
| b. | Female? |

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 | 🞏 None |

A10. Of the children and youth served by Title I, Part D funds by your state agency on July 1, 2016, how many were in the following age groups:

Please provide a number in each row. If “0,” select the box “None.”

|  |  |  |
| --- | --- | --- |
|  |  | Number of Children and Youth  |
| a. | 0–5 years old? |

|  |
| --- |
|  |

 | 🞏 None |
| b. | 6–12 years old? |

|  |
| --- |
|  |

 | 🞏 None |
| c. | 13–17 years old? |

|  |
| --- |
|  |

 | 🞏 None |
| d. | 18–21 years old? |

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| --- |
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 | 🞏 None |
| e. | 22 years old or older? |

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 | 🞏 None |

**A11**. **On July 1, 2016, what was the overall ratio of children and youth to instructional staff (e.g., teachers, teaching assistants, librarians, principals) in facilities/programs receiving Title I, Part D funds through your state 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 row for both columns.

|  |  |
| --- | --- |
|  | Children and Youth to Instructional Staff Ratio |
| Program Type | Number of Children and Youth |  |  Number of Instructional Staff  |
| Adult corrections |

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| Juvenile corrections |

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| Juvenile detention |

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| Neglected programs |

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| Other programs |

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A. Agency Characteristics, continued

A12. On July 1, 2016, what was the overall ratio of children and youth to support services staff (e.g., counselors , psychologists, physical therapists, transitional specialists) in facilities/programs receiving Title I, Part D funds through your state 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 row for both columns.

|  |  |
| --- | --- |
|  | Children and Youth to Support/Related Services Staff Ratio |
| Program Type | Number of Children and Youth |  | Number of Support/RelatedServices Staff |
| Adult corrections |

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| Juvenile corrections |

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| Juvenile detention |

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| Neglected programs |

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| Other programs |

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A13. Approximately what percentage of your state agency’s total education funding comes from the Title I, Part D?

Please enter the percentage.

|  |  |
| --- | --- |
|  | Percentage of education fundingfrom Title I, Part D  |

A14. On July 1, 2016, approximately how many children and youth in your state agency’s Title I, Part D programs are eligible for services under the 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 |

A15. On July 1, 2016, approximately how many children and youth in your state agency’s Title I, Part D facilities/programs had been identified as English language learners?

Please enter the count in the box below.

|  |  |
| --- | --- |
|  | Number of children and youth considered English language learners |

A16. How many facilities/programs receiving Title I, Part D funding through your state agency have a library for use by students served by Title I, Part D?

Please enter the number in the box below.

|  |  |
| --- | --- |
|  | Number of facilities/programs with a library |

A. Agency Characteristics, continued

A17. How many facilities/programs receiving Title I, Part D funding through your state agency have a computer lab for use by students served by Title I, Part D?

Please enter the number in the box below.

|  |  |
| --- | --- |
|  | Number of facilities/programs with a computer lab |

A18. For each type of educational technology hardware and networks listed, please indicate if they are in used in your state agency’s facilities/programs?

*Please select one answer in each row.*

|  |  |  |
| --- | --- | --- |
|  | 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, continued

A19. Please indicate if children and youth served by Title I, Part D use computers in your state agency’s facilities/programs 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. Shared Decision Making and Collaborative Planning

B1. During your state agency’s most recent needs assessment, as required under ESEA § 1414(c)(6), how involved were the following stakeholders?

Please select one answer in each row.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Not At AllInvolved | SomewhatInvolved | VeryInvolved |
| a. | Agency administrators/program managers | 🞏1 | 🞏2 | 🞏3 |
| b. | Agency education director/coordinator(s) | 🞏1 | 🞏2 | 🞏3 |
| c. | Neglect and/or delinquent facility director(s) | 🞏1 | 🞏2 | 🞏3 |
| d. | Agency data coordinators | 🞏1 | 🞏2 | 🞏3 |
| e. | External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives) | 🞏1 | 🞏2 | 🞏3 |
| f. | Parents, family members, and/or other caregivers | 🞏1 | 🞏2 | 🞏3 |
| g. | Children and youth/young adults | 🞏1 | 🞏2 | 🞏3 |
| h. | Other, please specify below.

|  |
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 | 🞏1 | 🞏2 | 🞏3 |

B2. How often does your state 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/interdepartmental or cross-staff meetings | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c.  | Blended or braided funding or other resource sharing | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d.  | Co-training of staff (e.g., training teachers and security staff together)  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Cross-departmental staffing/co-staffing (e.g., treatment or line staff assisting in the classroom) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

B. Shared Decision Making and Collaborative Planning, continued

B3. What is the level of collaboration with each of the following agencies/partners with regard to programs or other efforts for the neglected and/or delinquent children and youth served by your state agency?

Please select one answer in each row.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Not At All Collaborative | Not Very Collaborative | Somewhat Collaborative | Very Collaborative | Not Applicable |
| a. | State Department of Child and Family Services, Child Welfare, Public Welfare (or the like) | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| b. | State Department of Mental/Behavioral Health (or the like)  | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| c. | State Department of Housing (or the like) | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| d. | State Department of (Juvenile) Justice/Corrections (or the like) | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA5 |
| e. | State Department of Labor  | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |
| f. | Other, please specify below.

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 | 🞏1 | 🞏2 | 🞏3 | 🞏4 | 🞏NA |

C. Education Assessments, Strategies, and Services

Screening and Assessment

C1. Does your state agency use children and youth risk/needs screening and assessment within facilities/programs receiving Title I, Part D funds for any of the following?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | Identifying whether a student is performing at grade level | 🞏1 | 🞏0 |
| b. | Identifying academic content areas or skill gaps the student needs to address | 🞏1 | 🞏0 |
| c. | Identifying mental health issues | 🞏1 | 🞏0 |
| d. | Identifying behavioral concerns | 🞏1 | 🞏0 |
| e. | Assessing English language proficiency | 🞏1 | 🞏0 |
| f. | Identifying or evaluating the need for special education | 🞏1 | 🞏0 |
| g. | Identifying alcohol or other substance problems | 🞏1 | 🞏0 |

C2. Typically, at what point after children and youth are placed in facilities/programs in your state agency are risk/needs screenings and assessments conducted?

Please select only one answer.

* Within 24 hours
* After 24 hours but within 48 hours
* After 48 hours but within the first week
* After the first week but within the first month
* Other, please specify below.

|  |
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|  |

C. Education Assessments, Strategies, and Services, continued

C3. Which of the following risk/needs screenings or assessments are conducted at facilities/programs receiving Title I, Part D funds through your state agency?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | Back on Track (BOT | 🞏1 | 🞏0 |
| b. | Beck Youth Inventories of Emotional & Social Impairment (BYI) | 🞏1 | 🞏0 |
| c. | Behavioral Assessment System for Children, 2nd Edition (BASC-2) | 🞏1 | 🞏0 |
| d. | Car, Relax, Alone, Forget, Friends, Trouble (CRAFFT) Screening | 🞏1 | 🞏0 |
| e. | Child and Adolescent Functional Assessment Scale (CAFAS) | 🞏1 | 🞏0 |
| f. | Massachusetts Youth Screening Instrument — Version 2 (MAYSI-2) | 🞏1 | 🞏0 |
| g. | Positive Achievement Change Tool (PACT) | 🞏1 | 🞏0 |
| h. | Substance Abuse Subtle Screening Inventory — Adolescent 2 (SASSI-A2) | 🞏1 | 🞏0 |
| i. | Youth Level of Service/Case Management Inventory System (YLS/CMI) | 🞏1 | 🞏0 |
| j. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

C4. Are there state or local (e.g., school district) guidelines and / or regulations about which pre- or post-tests your state agency can use for reading and English language arts?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | State guidelines  | 🞏1 | 🞏0 |
| b. | State regulations  | 🞏1 | 🞏0 |
| c. | Local guidelines  | 🞏1 | 🞏0 |
| d. | Local regulations  | 🞏1 | 🞏0 |

C5. Are there state or local (e.g., school district) guidelines and / or regulations about which pre- or post-tests your state agency can use for mathematics?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | State guidelines  | 🞏1 | 🞏0 |
| b. | State regulations | 🞏1 | 🞏0 |
| c. | Local guidelines  | 🞏1 | 🞏0 |
| d. | Local regulations | 🞏1 | 🞏0 |

C. Education Assessments, Strategies, and Services, continued

C6. Do the facility/programs in your state use academic assessments for the youth served by Title I, Part D?

Please select only one answer.

* Yes, Go to Question **C7**
* No, Go to Question **C10** on page **14**

C7. Which academic assessments are used by facilities/programs receiving Title I, Part D funds through your state agency?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | * The state’s mandated academic assessment
 | 🞏1 | 🞏0 |
| b. | Basic English Skills Test (BEST) | 🞏1 | 🞏0 |
| c. | Test of Adult Basic Education (TABE) | 🞏1 | 🞏0 |
| d. | Basic Achievement Skills Inventory (BASI) | 🞏1 | 🞏0 |
| e. | Diagnostic Assessment of Reading (DAR) | 🞏1 | 🞏0 |
| f. | Renaissance Learning STAR assessments | 🞏1 | 🞏0 |
| g. | Wide Range Achievement Test (WRAT) | 🞏1 | 🞏0 |
| h. | Other, please specify below.

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 | 🞏1 | 🞏0 |

C8. Typically, at what point are academic pretests administered within the facilities/programs receiving Title I, Part D funds through your state agency?

Please select only one answer.

* Within 24 hours of facility entry/program enrollment
* After 24 but within 48 hours of facility entry/program enrollment
* After 48 hours but within the first week of facility entry/program enrollment
* More than one week after facility entry//program enrollment

C9. Typically, at what point are academic post-tests first administered within the facilities/programs receiving Title I, Part D funds through your state agency?

Please select only one answer.

* Less than 30 days after facility entry/program enrollment
* 30 days after facility entry/program enrollment
* Between 31 and 60 days after facility entry/program enrollment
* Between 61 and 90 days after facility entry/program enrollment
* More than 90 days after facility entry/program enrollment

C. Education Assessments, Strategies, and Services, continued

General Education Services and Structure

C10. Across the facilities/programs receiving Title I, Part D funding through your state agency, who is primarily responsible for providing education and related services to the children and youth?

Please indicate the number of facilities/programs for which each entity is responsible.

If education is provided by a private entity, please include the facility/program in the count for the agency that contracts with the private provider.

|  |  |
| --- | --- |
| Agency primarily responsible for providing education and related services | Number of Facilities/Programs |
| **Your** state agency |  |
| The state Department of Education |  |
| **Another** stage agency |  |
| A local school district |  |
| Other, please specify below.

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C11. What is the average length of the instructional day in the facilities/programs receiving Title I, Part D funds through your state agency?

Please enter the number of hours in the box below.

|  |  |
| --- | --- |
|  | Average number of hours in the instructional day |

C12. What is the average length of the instructional year in the facilities/programs receiving Title I, Part D funds through your state agency?

Please enter the number of days in the box below.

|  |  |
| --- | --- |
|  | Average number of days in the instructional year |

C. Education Assessments, Strategies, and Services, continued

C13. During the past year, to what extent have the following strategies to help improve academic outcomes for students served by Title I, Part D been a focus of the facilities/programs receiving Title I, Part D funds through your state agency?

Please select one answer in each row.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Nota Focus | MinorFocus | Moderate Focus | MajorFocus |
| a. Using student achievement data (e.g., standardized academic assessment or collected behavioral data) to inform instruction and academic supports  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. Aligning curriculum and instruction with state standards and/or assessments | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. Implementing evidence-based instructional approaches or curricula in reading/English language arts  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. Implementing evidence-based instructional approaches or curricula in mathematics  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. Implementing credit recovery programs | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. Providing individualized instruction to all students | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. Providing individualized instruction to special student populations (e.g., students with disabilities and English language learners) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. Supplementing core instruction with additional supports (e.g., tutoring, computer-based instruction) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| i. Incorporating education technology in the classroom (e.g., using tablets to support instruction, delivering content by means of interactive whiteboards) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| j. Ensuring required instructional time for all students (e.g., by limiting classroom removals for code of conduct infractions or treatment sessions) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| k. Implementing classroom and behavior management strategies that foster positive climates for learning (e.g., positive behavioral interventions and supports) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| l. Implementing strategies for increasing parents’/family involvement in children’s and youth’s education | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| m. Using strategies for appropriately including students in their own educational planning | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| n. Incorporating skills learned in the classroom across other areas of the facility (e.g., applying intrapersonal problem-solving skills within dormitories) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| o. Coordinating with treatment staff to mitigate challenges to learning and reinforce academic concepts/skills | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
|  |  |  |  |  |
|  |  |  |  |  |
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C. Education Assessments, Strategies, and Services, continued

Behavior Management

C14. Thinking about managing student behavior, please indicate if any of the following strategies are in use in the facilities/programs with children and youth served by Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Individualized student behavior management plans | 🞏1 | 🞏0 |
| b. | Classroom behavior management procedures | 🞏1 | 🞏0 |
| c. | Posted behavioral expectations | 🞏1 | 🞏0 |
| d. | Incentives or positive consequences for positive behavior | 🞏1 | 🞏0 |
| e. | Sanctions or negative consequences for negative behavior | 🞏1 | 🞏0 |
| g. | Other, please specify below.

|  |
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|  |

 | 🞏1 | 🞏0 |

Special Education

C15. Are any of the following types of services provided to children and youth with disabilities in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Self-contained special education class/classroom (students with disabilities are taught in a class made up solely of students with disabilities for the entire instructional day) | 🞏1 | 🞏0 |
| b. | Pull-out services (students with disabilities are provided instruction in a separate setting by a special education teacher for part of the instructional day) | 🞏1 | 🞏0 |
| c. | In-class services (a special education teacher provides instructional or related services to students with disabilities, individually or in small groups, in the general education setting) | 🞏1 | 🞏0 |
| d. | Team teaching (a general and special education teacher share teaching responsibilities for all or part of the instructional day) | 🞏1 | 🞏0 |
| e. | Modified curriculum delivered by a general education teacher | 🞏1 | 🞏0 |
| g. | Other, please specify below.

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|  |

 | 🞏1 | 🞏0 |

C. Education Assessments, Strategies, and Services, continued

English language learners

C16. Do any of your facility/program have any children and youth served by Title I, Part D who are English language learners?

Please select only one answer.

* Yes, Go to Question **C16**
* No, Go to Question **C19** on page **18**

C17. Which of the following models are provided to children and youth identified as English language learners in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | English as a second language (ESL) pull-out (students who are English language learners are removed from the general education setting and provided ESL instruction in a separate setting by an ESL teacher for part of the instructional day) | 🞏1 | 🞏0 |
| b. | Sheltered instruction (ESL content-area classes with English immersion mainstreaming) | 🞏1 | 🞏0 |
| c. | Newcomer program or high-intensity language training (students who are English language learners receive ESL instruction for the majority of the day, with mainstream electives) | 🞏1 | 🞏0 |
| d. | Dual immersion (two languages taught throughout the day) | 🞏1 | 🞏0 |
| e. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

C18. Which of the following types of learning domains are emphasized with children and youth identified as English language learners in facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Oral comprehension | 🞏1 | 🞏0 |
| b. | Reading comprehension | 🞏1 | 🞏0 |
| c. | Writing proficiency | 🞏1 | 🞏0 |
| d. | Visual literacy (i.e., looking at a picture or video to gauge meaning) | 🞏1 | 🞏0 |
| e. | Interpersonal learning | 🞏1 | 🞏0 |
| f. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

C. Education Assessments, Strategies, and Services, continued

Social Emotional Learning

Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

C19. Do the facilities/programs receiving Title I, Part D funds through your state agencyteach (formally or informally) social emotional skills or competencies to the children and youth served by Title I, Part D?

Please select only one answer.

* Yes, in **all** facilities/programs
* Yes, in **some** facilities/programs
* No

Career and Technical Education

C20. In which level of career and technical education (CTE) courses do children and youth in the facilities/programs receiving Title I, Part D funds from your state agency participate?

Please select only one answer.

* Secondary level only
* Postsecondary level only
* Both secondary and postsecondary levels
* The facilities/programs do not offer CTE courses (go to Question **C21)**

C21. Which occupational program areas do the CTE programs the facilities/programs receiving Title I, Part D funds from your state agency offer?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Agriculture and natural resources | 🞏1 | 🞏0 |
| b. | Business | 🞏1 | 🞏0 |
| c. | Communications and design | 🞏1 | 🞏0 |
| d. | Computer and information sciences | 🞏1 | 🞏0 |
| e. | Construction and architecture | 🞏1 | 🞏0 |
| f. | Consumer and culinary services | 🞏1 | 🞏0 |
| g. | Engineering technologies | 🞏1 | 🞏0 |
| h. | Health sciences | 🞏1 | 🞏0 |
| i. | Manufacturing | 🞏1 | 🞏0 |
| j. | Marketing | 🞏1 | 🞏0 |
| k. | Public services | 🞏1 | 🞏0 |
| l. | Repair and transportation | 🞏1 | 🞏0 |

C. Education Assessments, Strategies, and Services, continued

Institution-wide Programming

|  |
| --- |
| *If you are Title I, Part D coordinator with a juvenile justice corrections agency,* *Go to Question* ***C22****,* *Otherwise, please go to Question* ***C32*** *on page* ***24****.* |

C22. Do any of the facilities/programs receiving Title I, Part D funds through your state agency operate institution-wide projects (IWPs)?

Institution-wide projects allow agencies to flexibly use Title I, Part D and other federal and state funds to serve all children and youth in, and upgrade the entire educational effort of, state juvenile correctional institutions or programs.

Please select only one answer.

* Yes, Go to Question **C23**
* No, Go to Question **C32**, on page **24**

C23. How many facilities/programs receiving Title I, Part D funds through your state agency
operate IWPs?

Please enter the number in the box below.

|  |  |
| --- | --- |
|  | Number of facilities operating IWPs |

C24. Which of the following stakeholders are involved in the IWP planning team?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Facility administrators | 🞏1 | 🞏0 |
| b. | Instructional staff | 🞏1 | 🞏0 |
| c. | Agency and/or facility data coordinator(s) | 🞏1 | 🞏0 |
| d. | Support services staff (e.g., counseling and health staff) | 🞏1 | 🞏0 |
| e. | External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)  | 🞏1 | 🞏0 |
| f. | Parents/family members | 🞏1 | 🞏0 |
| g. | Children and youth | 🞏1 | 🞏0 |
| h. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

C25. Were new policies and procedures developed during the IWP planning phase?

Please select only one answer.

* Yes
* No

C. Education Assessments, Strategies, and Services, continued

C26. Which of the following reasons best explains why facilities/programs receiving Title I, Part D funds from your state agency implement IWPs?

Please select only one answer.

* Funding flexibility
* Adopting strategies that improve overall facility educational programming rather than providing add-on services for individual students (i.e., targeted assistance)
* Conducting a more focused evaluation of the facility’s needs
* Address state academic content standards
* Other, please specify below.

|  |
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|  |

C27. In your opinion, is it difficult for the facilities/programs receiving Title I, Part D funds from your state agency to coordinate funds for IWP implementation?

Please select only one answer.

* Yes
* No

C28. In your opinion, is it difficult for the facilities/programs receiving Title I, Part D funds from your state agency to sustain suitable partnerships for IWP implementation?

Please select only one answer.

* Yes
* No

C29. How much of a challenge is each of the following for sustaining programs in the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not a Challenge | Minor Challenge | Moderate Challenge | Major Challenge |
| a. | Conducting a facilities/program needs assessment | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Developing a facilities/program comprehensive plan | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Conducting high-quality, on-site professional development for all involved staff | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Evaluation of the IWP from all staff involved and external experts from the field | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

C. Education Assessments, Strategies, and Services, continued

C30. Considering all of the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency, which of the following funding sources are consolidated under the IWPs?

🞏1 My state agency does not consolidate funding sources under the IWPs. (If selected go to Question C32.)

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Bureau of Justice Assistance (BJA) grants (other than Second Chance Act) | 🞏1 | 🞏0 |
| b. | Every Student Succeeds Act (ESSA), Title I, Part D | 🞏1 | 🞏0 |
| c. | ESSA, Title II, Part A | 🞏1 | 🞏0 |
| d. | Federal Second Chance Act (SCA) grants | 🞏1 | 🞏0 |
| e. | IDEA, Part B | 🞏1 | 🞏0 |
| f. | National Institute of Justice (NIJ) grants | 🞏1 | 🞏0 |
| g. | Office of Juvenile Justice and Delinquency Prevention (OJJDP) grants | 🞏1 | 🞏0 |
| h. | State correctional education funds | 🞏1 | 🞏0 |
| i. | Workforce Innovation and Opportunity Act, Title II (also known as the Adult Education Family Literacy Act) | 🞏1 | 🞏0 |
| j. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

C. Education Assessments, Strategies, and Services, continued

C31. How much of a challenge is each of the following for coordinating/consolidating funds from Title I, Part D and other state/federal programs in the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Type of Challenge | Not a Challenge | Minor Challenge | Moderate Challenge | Major Challenge |
| a. | State accounting rules require separate accounting for federal program funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Concern about potential audit findings | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Lack of information about how to coordinate/consolidate funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Concern for, or lack of understanding of, how to maintain program fidelity with coordinated/consolidated funds  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Need for more training and understanding of IWPs by agency finance staff | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Lack of strong facility leadership to successfully coordinate/consolidate funds | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

C. Education Assessments, Strategies, and Services, continued

Transition Planning and Support

C32. Approximately what percentage of the children and youth served by Title I, Part D in the facilities/programs receiving funds from your state agency…

Please enter a percentage in each row. If “0,” select the box “None.” Your best estimate is fine.

|  |  |  |
| --- | --- | --- |
|  |  | Percentage of Children and Youth |
| a. | Enter the facility/program with a transition plan from a prior placement? |

|  |
| --- |
| % |

 | 🞏 None |
| b. | Have a transition plan created upon arrival? |

|  |
| --- |
| % |

 | 🞏 None |
| c. | Have a transition plan modified while in the facility/program |

|  |
| --- |
| % |

 | 🞏 None |
| d. | Are monitored for progress at regular intervals toward transition plan outcomes? |

|  |
| --- |
| % |

 | 🞏 None |
| e. | Are assessed for progress toward transition goals/outcomes prior to exit? |

|  |
| --- |
| % |

 | 🞏 None |
| f. | Are assessed for progress toward transition goals/outcomes after exit? |

|  |
| --- |
| % |

 | 🞏 None |

C33. In the facilities/programs receiving Title I, Part D funds from your state agency, how involved are children and youth in the following transition planning activities?

Please select one answer in each row.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Limited or NotAt All Involved | ModeratelyInvolved | SubstantiallyInvolved |
| a. | Identifying their own strengths and needs | 🞏1 | 🞏2 | 🞏3 |
| b. | Identifying their goals and objectives | 🞏1 | 🞏2 | 🞏3 |
| c. | Deciding education plans | 🞏1 | 🞏2 | 🞏3 |
| d. | Deciding new placements | 🞏1 | 🞏2 | 🞏3 |
| e. | Creating their own transition plan | 🞏1 | 🞏2 | 🞏3 |

C34. In the facilities/programs receiving Title I, Part D funds from your state agency, how involved are parents and family members in the following transition planning activities?

Please select one answer in each row.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Limited or NotAt All Involved | ModeratelyInvolved | SubstantiallyInvolved |
| a. | Identifying child’s/youth’s strengths and needs | 🞏1 | 🞏2 | 🞏3 |
| b. | Identifying child’s/youth’s goals and objectives | 🞏1 | 🞏2 | 🞏3 |
| c. | Deciding education plans | 🞏1 | 🞏2 | 🞏3 |
| d. | Deciding new placements | 🞏1 | 🞏2 | 🞏3 |
| e. | Creating child’s/youth’s transition plan | 🞏1 | 🞏2 | 🞏3 |

C. Education Assessments, Strategies, and Services, continued

C35. In your opinion, how closely do the facilities/programs receiving Title I, Part D funds from your state agency partner with local community organizations to assist in children and youth transition activities?

Please select only one answer.

* Very closely
* Somewhat closely
* Not very closely
* Not at all

C36. In your opinion, how closely do the facilities/programs receiving Title I, Part D funds from your state agency collaborate with the following external partners to support transition planning and services for the children and youth served by Title I, Part D?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Partners | Not At All | Not Very Closely | Somewhat Closely | Very Closely |
| a. | Community-based organizations | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Community schools/school districts | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Employers | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Health services (including mental/behavioral) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Justice/law enforcement | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Social service/child and family services | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Workforce development (e.g., job training/placement) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| h. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

C37. Are transition plans shared with the educational or career training settings which children and youth will attend upon exit?

Please select only one answer.

* Yes
* No

C38. Approximately how many months after exit do the children and youth served by Title I, Part D funds from in your state agency receive transition follow-up (aftercare) services?

Please select only one answer.

* 0–2 months
* 3–5 months
* 6–8 months
* More than 8 months

C. Education Assessments, Strategies, and Services, continued

C39. Which of the following aftercare supports do the facilities/programs receiving Title I, Part D funds from your state agency provide to children and youth after exit?

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| a. | Financial support (e.g., cash or vouchers for housing assistance, assistance through TANF or SNAP) | 🞏1 | 🞏0 |
| b. | General education support | 🞏1 | 🞏0 |
| c. | Job training | 🞏1 | 🞏0 |
| d. | Mental health counseling | 🞏1 | 🞏0 |
| e. | Substance abuse counseling | 🞏1 | 🞏0 |
| f. | Career and technical education support | 🞏1 | 🞏0 |
| g. | Other, please specify below.

|  |
| --- |
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 | 🞏1 | 🞏0 |

C340. In your opinion, how difficult is it for the facilities/programs receiving Title I, Part D funds from your state agency to track children and youth who have left the facility/program?

Please select only one answer.

* Not very difficult
* Somewhat difficult
* Very difficult

C. Education Assessments, Strategies, and Services, continued

C41. How much of a challenge has each of the following been for tracking children and youth after exit in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not a Challenge | Minor Challenge | Moderate Challenge | Major Challenge |
| a. | State laws or other regulations that prohibit contact with children and youth after exit | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Federal, state, or local privacy policies | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Lack of facility/program staff, funding, or other resources to track children and youth | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Lack of willingness/cooperation from children’s/youth’s after exit placement(s) | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Lack of student information systems | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Disconnected/soiled student information systems  | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

D. Instructional Staff Qualifications and Professional Development

D1. What is the average number of years of experience for teachers in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select only one answer.

* Less than 1 year
* 1–2 years
* 3–5 years
* 6–8 years
* More than 8 years

D2. What is the lowest level of education required when hiring new instructional staff for the facilities/programs receiving Title I, Part D funds from your state agency?

Please select only one answer.

* Associate’s degree
* Bachelor’s degree
* Master’s degree
* Doctoral degree

D3. Which of the following credentials are required by the state for teachers in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | Professional educator licensure | 🞏1 | 🞏0 |
| b. | Education specialist endorsement (such as reading specialist, learning behavioral specialist) | 🞏1 | 🞏0 |
| c. | Content-area endorsements (such as, science, mathematics, English) | 🞏1 | 🞏0 |
| d. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

D4. Which of the following credentials are required by the state for related service providers in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| a. | Mandatory licensure (requires practitioners to have a license for providing a service) | 🞏1 | 🞏0 |
| b. | Title licensure (requires practitioners to have credentials before using a professional title) | 🞏1 | 🞏0 |
| c. | Registration (requires practitioners to provide information about their training and experience to a state consumer agency) | 🞏1 | 🞏0 |
| d. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

D. Instructional Staff Qualifications and Professional Development, continued

D5. How much of a challenge has each of the following been in the facilities/programs receiving Title I, Part D funds from your state agency?

Please select one answer in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Not a Challenge | Minor Challenge | Moderate Challenge | Major Challenge |
| a. | Instructional staff often teach outside the content area in which they are credentialed. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Shortage of qualified **instructional** staff. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| c. | Shortage of qualified support services staff. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| d. | Instructional staff lack qualifications to teach students with disabilities. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| e. | Instructional staff lack qualifications to teach English language learners. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| f. | Instructional, related, and/or support staff lack experience and/or training working in a secure care, residential, or similar alternative education setting. | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| g. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

D6. Do instructional staff in the facilities/programs receiving Title I, Part D funds from your state agency receive professional development at least annually?

Please select only one answer.

* Yes, Go to Question **D7**
* No, Go to Question **D8,** on page **29**

D7. Across all facilities/programs receiving Title I, Part D funds from your state agency, what is the total number of hours of annual professional development provided per full-time equivalent (FTE) instructional staff?

Please enter the number in the box below.

|  |  |
| --- | --- |
|  | Total annual professional hours per FTE instructional staff |

D. Instructional Staff Qualifications and Professional Development, continued

D8. Do support services staff in the facilities/programs receiving Title I, Part D funds from your state agency receive professional development at least annually?

Please select only one answer.

* Yes, Go to Question **D9**
* No, Go to Question **D10**

D9. On average, across all facilities/programs receiving Title I, Part D funds from your state agency, what is the total number of hours of annual professional development provided per FTE support services staff?

Please enter a number in the box below.

|  |  |
| --- | --- |
|  | Total annual professional hours per FTE support/ services staff |

D10. Considering all instructional AND support services staff in the facilities/programs receiving Title I, Part D funds from your state agency, which of the following areas of professional development have been provided in the last three years?

🞏1 The facilities/programs receiving Title I, Part D funds have not provided professional development in the past three years . (If selected go to Question D11.)

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 |
|  |  |  |
|  |  |  |

D. Instructional Staff Qualifications and Professional Development, continued

D11. Does your state agency and/or the facilities/programs receiving Title I, Part D funds from your state agency have a staff recruitment or staff assignment policy specifically for staff who work wth children and youth who are neglected or delinquent?

Please select one answer per row.

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

D12. Does your state agency and/or the facilities/programs receiving Title I, Part D funds from your state agency offer any of the following incentives to hire or retain staff?

🞏1 My state agency and the facilities/programs do not offer incentives to hire or retain staff for the Title I, Part D program. (If selected go to Question D13.)

Please select one answer in each row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Signing bonuses | 🞏1 | 🞏0 |
| Relocation assistance or housing | 🞏1 | 🞏0 |
| Finder’s fee to existing staff for new teacher referrals | 🞏1 | 🞏0 |
| Student loan forgiveness | 🞏1 | 🞏0 |
| Continuing or graduate education reimbursement | 🞏1 | 🞏0 |
| Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

D13. In your opinion, during the past three years, how much of a challenge has it been for the facilities/programs receiving Title I, Part D funds from your state agency 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 or managers | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

E. Outcome Assessment and Utilization

E1. Does your state require the facilities/programs receiveing Title I, Part D funds to assess educational outcomes for the children and youth served by Title I, Part D while they are enrolled?

* Yes, Go to Question **E2**
* No, Go to Question **E4**, on page **32**

E2. How are educational program outcomes measured in the facilities/programs receiving Title I, Part D funds through your state agency?

Please select one answer in each row.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
|  | Standardized, summative assessments (e.g., state end-of-year assessment) | 🞏1 | 🞏0 |
|  | 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 |
|  | Informal assessments (e.g., teacher observation, student work) | 🞏1 | 🞏0 |
|  | Course grades | 🞏1 | 🞏0 |
|  | Course credits | 🞏1 | 🞏0 |
|  | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

E. Outcome Assessment and Utilization, continued

E3. Are outcomes measured for any of the following specific subpopulations of students within the facilities/programs receiving Title I, Part D funds through your state agency?

🞏1 The facilities/programs receiving Title I, Part D funds do not measurement outcomes for any specific subpopulations of students (if selected, go to Question E4).

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 Alaska Native students | 🞏1 | 🞏0 |
| f. | By gender | 🞏1 | 🞏0 |
| g. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

E4. Are the facilities/programs receiving Title I, Part D funds through your state 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 **E5**
* No, Go to Question **E6**

E5. Which of the following post-exit, education-related student outcomes does your state agency track for students 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 |
| j. | Other, please specify below.

|  |
| --- |
|  |

 | 🞏1 | 🞏0 |

E. Outcome Assessment and Utilization, continued

E6. Has your state agency developed a formal process to monitor program progress toward achieving state- and/or agency-wide educational and related outcomes (e.g., continuous quality improvement, or CQI\*) for students served by Title I, Part D?

\*Continuous quality improvement is a process to ensure that programs are systematically and intentionally using data to make evidence-informed decisions about improving services that ultimately impact outcomes for the youth they serve.

Please select only one answer.

* Yes, Go to Question **E7**
* No, Go to Question **E10**, on page 34

E7. Does the State Education Agency require your state agency to implement a formal program monitoring and/or program improvement process for the Title I, Part D program?

Please select only one answer.

* Yes
* No

E8. How often does your state 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 one answer in each row.

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

E9. 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 facility/program Part D goals/outcomes | 🞏1 | 🞏2 | 🞏3 | 🞏4 |
| b. | Identifying areas for service delivery improvement when state and/or facility/program Part D goals/outcomes are not met | 🞏1 | 🞏2 | 🞏3 | 🞏4 |

E. Outcome Assessment and Utilization, continued

E10. In your opinion, how important are improved education-related outcomes for children and youth in the juvenile justice and/or child welfare systems a priority for your state agency?

Please select only one answer.

* Very important
* Important
* Somewhat important
* Not Important

F. Use of ESSA Title I, Part D Funds

Title I, Part D programs are funded primarily through subgrants to state agencies (Subpart 1) and local education agencies (Subpart 2). Each subgrant has its own fiscal requirements regarding the use of funds. Title I, Part D funds are meant to be supplemental to the core instructional program provided to neglected and delinquent children and youth by the state or locality.

F1. Please use the table below to provide additional detail on the use of Title I, Part D dollars spent at your state agency in fiscal/school year 2015–16.

Please enter the dollar amount in each row to the nearest $500 (e.g., $100,500).

If there are no dollars to report, please enter $0.

|  |  |
| --- | --- |
| TOTAL DOLLARS SPENT AT YOUR STATE AGENCY | Autopopulated in Web Version |
| PERSONNEL |  |  |
| TOTAL DOLLARS — PERSONNEL SPENDING | Autocalculated in Web Version |
| Core Teacher FTE salaries (content areas) | $ |
| Supplemental Teacher FTE salaries (above and beyond the core program) | $ |
| Student Health and Nutrition Services FTE salaries or contracted providers | $ |
| Psychology and Therapy Services FTE salaries or contracted providers | $ |
| Counseling Services FTE salaries or contracted providers | $ |
| NONPERSONNEL |  |  |
| TOTAL DOLLARS — NONPERSONNEL SPENDING | Autocalculated in Web Version |
| Professional Development fees (contracted services, conference registration, travel, per diems, etc.) | $ |
| Instructional Materials  | $ |
| Other Equipment, including technology hardware and software | $ |
| Programs that serve children and youth returning from correctional facilities | $ |
| Dropout prevention programs | $ |
| Coordinated health and social services not reflected in personnel | $ |
| Mentoring and peer mediation programs | $ |

F. Use of ESSA Title I, Part D Funds, continued

F2. Approximately what percentage of your state agency’s Title I, Part D, Subpart 1 funding for fiscal/school year 2015–16 was spent for transition activities?

Please enter the percentage in the box below.

|  |  |
| --- | --- |
|  | Percentage of state agency’s Subpart 1 allocation spent for transition activities |

F3. Of the funds allocated to transition activities, what percentage was used for:

Enter an amount in each row. If $0, select “None.” If you do not know, please select “Don’t know.”

|  |  |
| --- | --- |
|  | Amount |
| 1. Projects that facilitate transition to schools served by Local Education Agencies (LEAs) (ESEA § 1418(a)(1))
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |
| 1. Projects that facilitate reentry following secondary diploma (ESEA § 1418(a)(2))
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |
| 1. Preplacement programs in colleges, universities, or community colleges
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |
| 1. Worksite schools (higher education institutions and employer partnership)
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |
| 1. Children and youth support services (personal, vocational, academic counseling; college placement; student financial aid counseling; job placement services)
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |
| 1. Family support services (family engagement, family counseling, skill building, rehabilitative)
 |

|  |
| --- |
| $ |

 | 🞏 None🞏 Don’t know |

F4. In your opinion, are Title I, Part D funds allocated from your state agency to the recipient facilities/programs in a timely manner?

Please select only one answer.

* Yes
* No

F. Use of ESSA Title I, Part D Funds, continued

F5. Thinking about your state agency’s last fiscal/school year (2015–16), were any Title I, Part D, Subpart 1 funds over into the current fiscal/school year (2016–17)?

Please select only one answer.

* Yes, Go to Question **F6**
* No, Go to Question **F8**

F6. How much of your agency’s last fiscal/school year (2015–16), Title I, Part D, Subpart 1 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 |

**F7. 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.

|  |
| --- |
|   |

 **F8. 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!