

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

Label comment

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

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](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 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):

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?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> None
II. Race		
a.	American Indian or Alaska Native?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> None
b.	Asian/Pacific Islander (includes Native Hawaiian)?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> None
c.	Black or African American?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> None
d.	White?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> None
e.	Two or More Races?	<input style="width: 80px; height: 25px;" type="text"/> <input style="float: right; width: 40px; height: 20px;" type="checkbox"/> 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? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> None
b Female? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> 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? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> None
b 6–12 years old? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> None
c 13–17 years old?	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> None
d 18–21 years old? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> None
e 22 years old or older? .	<input style="width: 80%;" type="text"/>	<input type="checkbox"/> 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	<input style="width: 80%;" type="text"/> :	<input style="width: 80%;" type="text"/>
Juvenile corrections	<input style="width: 80%;" type="text"/> :	<input style="width: 80%;" type="text"/>
Juvenile detention	<input style="width: 80%;" type="text"/> :	<input style="width: 80%;" type="text"/>
Neglected programs	<input style="width: 80%;" type="text"/> :	<input style="width: 80%;" type="text"/>
Other programs	<input style="width: 80%;" type="text"/> :	<input style="width: 80%;" type="text"/>

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/Related Services Staff
Adult corrections	<input type="text"/>	<input type="text"/>
Juvenile corrections	<input type="text"/>	<input type="text"/>
Juvenile detention	<input type="text"/>	<input type="text"/>
Neglected programs	<input type="text"/>	<input type="text"/>
Other programs	<input type="text"/>	<input type="text"/>

- 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 funding from 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. <input type="checkbox"/> Local area network(s) (LAN) (network limited to office, building, or facility)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. <input type="checkbox"/> 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. <input type="checkbox"/> Smartboards (standalone or networked)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. <input type="checkbox"/> Desktop computers (standalone or networked)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. <input type="checkbox"/> Laptop computers	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. <input type="checkbox"/> E-readers, tablets, or other mobile devices	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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. <input type="checkbox"/> Curriculum delivery	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. <input type="checkbox"/> 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></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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 All Involved	Somewhat Involved	Very Involved
a. Agency administrators/program managers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Agency education director/coordinator(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Neglect and/or delinquent facility director(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Agency data coordinators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f. Parents, family members, and/or other caregivers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g. Children and youth/young adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. 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
c. Blended or braided funding or other resource sharing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. 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
e. Cross-departmental staffing/co-staffing (e.g., treatment or line staff assisting in the classroom)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
b. State Department of Mental/Behavioral Health (or the like)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
c. State Department of Housing (or the like)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
d. State Department of (Juvenile) Justice/Corrections (or the like)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA5
e. State 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 type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Identifying academic content areas or skill gaps the student needs to address	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Identifying mental health issues	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Identifying behavioral concerns	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Assessing English language proficiency	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Identifying or evaluating the need for special education	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Identifying alcohol or other substance problems	<input type="checkbox"/> 1	<input type="checkbox"/> 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.

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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Beck Youth Inventories of Emotional & Social Impairment (BYI)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Behavioral Assessment System for Children, 2nd Edition (BASC-2)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Car, Relax, Alone, Forget, Friends, Trouble (CRAFT) Screening	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Child and Adolescent Functional Assessment Scale (CAFAS)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Massachusetts Youth Screening Instrument — Version 2 (MAYSI-2)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Positive Achievement Change Tool (PACT)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. Substance Abuse Subtle Screening Inventory — Adolescent 2 (SASSI-A2)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Youth Level of Service/Case Management Inventory System (YLS/CMI)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
j. Other, please specify below. <div style="border: 1px solid black; height: 40px; width: 480px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. State regulations	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Local guidelines	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Local regulations	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. State regulations	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Local guidelines	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Local regulations	<input type="checkbox"/> 1	<input type="checkbox"/> 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.	<input type="checkbox"/> The state's mandated academic assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b.	Basic English Skills Test (BEST)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c.	Test of Adult Basic Education (TABE)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d.	Basic Achievement Skills Inventory (BASI)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e.	Diagnostic Assessment of Reading (DAR)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f.	Renaissance Learning STAR assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g.	Wide Range Achievement Test (WRAT)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h.	Other, please specify below. <div style="border: 1px solid black; height: 40px; width: 350px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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 <u>primarily</u> 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. <div></div>	

- 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.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Using student achievement data (e.g., standardized academic assessment or collected behavioral data) to inform instruction and academic supports	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Aligning curriculum and instruction with state standards and/or assessments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Implementing evidence-based instructional approaches or curricula in <u>reading/English language arts</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Implementing evidence-based instructional approaches or curricula in <u>mathematics</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Implementing credit recovery programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Providing individualized instruction to all students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Providing individualized instruction to special student populations (e.g., students with disabilities and English language learners)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Supplementing core instruction with additional supports (e.g., tutoring, computer-based instruction)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Incorporating education technology in the classroom (e.g., using tablets to support instruction, delivering content by means of interactive whiteboards)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Ensuring required instructional time for all students (e.g., by limiting classroom removals for code of conduct infractions or treatment sessions)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Implementing classroom and behavior management strategies that foster positive climates for learning (e.g., positive behavioral interventions and supports)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Implementing strategies for increasing parents'/family involvement in children's and youth's education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Using strategies for appropriately including students in their own educational planning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n. Incorporating skills learned in the classroom across other areas of the facility (e.g., applying intrapersonal problem-solving skills within dormitories)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o. Coordinating with treatment staff to mitigate challenges to learning and reinforce academic concepts/skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Classroom behavior management procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Posted behavioral expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Incentives or positive consequences for positive behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Sanctions or negative consequences for negative behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 300px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Team teaching (a general and special education teacher share teaching responsibilities for all or part of the instructional day)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Modified curriculum delivered by a general education teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <div style="border: 1px solid black; height: 20px; width: 300px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Sheltered instruction (ESL content-area classes with English immersion mainstreaming)	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Dual immersion (two languages taught throughout the day)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Reading comprehension	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Writing proficiency	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Visual literacy (i.e., looking at a picture or video to gauge meaning)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Interpersonal learning	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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 agency teach (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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Business	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Communications and design	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Computer and information sciences	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Construction and architecture	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Consumer and culinary services	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Engineering technologies	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. Health sciences	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Manufacturing	<input type="checkbox"/> 1	<input type="checkbox"/> 0
j. Marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 0
k. Public services	<input type="checkbox"/> 1	<input type="checkbox"/> 0
l. Repair and transportation	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Instructional staff	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Agency and/or facility data coordinator(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Support services staff (e.g., counseling and health staff)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Parents/family members	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Children and youth	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. Other, please specify below. <div style="border: 1px solid black; width: 390px; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 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.

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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Developing a facilities/program comprehensive plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Conducting high-quality, on-site professional development for all involved staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Evaluation of the IWP from all staff involved and external experts from the field	<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

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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Every Student Succeeds Act (ESSA), Title I, Part D	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. ESSA, Title II, Part A	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Federal Second Chance Act (SCA) grants	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. IDEA, Part B	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. National Institute of Justice (NIJ) grants	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Office of Juvenile Justice and Delinquency Prevention (OJJDP) grants	<input type="checkbox"/> 1	<input type="checkbox"/> 0
h. State correctional education funds	<input type="checkbox"/> 1	<input type="checkbox"/> 0
i. Workforce Innovation and Opportunity Act, Title II (also known as the Adult Education Family Literacy Act)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
j. 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"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Concern about potential audit findings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Lack of information about how to coordinate/consolidate funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Concern for, or lack of understanding of, how to maintain program fidelity with coordinated/consolidated funds	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Need for more training and understanding of IWPs by agency finance staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Lack of strong facility leadership to successfully coordinate/consolidate funds	<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

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?	<input type="text"/> %	<input type="checkbox"/> None
b. Have a transition plan created upon arrival?	<input type="text"/> %	<input type="checkbox"/> None
c. Have a transition plan modified while in the facility/program	<input type="text"/> %	<input type="checkbox"/> None
d. Are monitored for progress at regular intervals toward transition plan outcomes?	<input type="text"/> %	<input type="checkbox"/> None
e. Are assessed for progress toward transition goals/outcomes prior to exit?	<input type="text"/> %	<input type="checkbox"/> None
f. Are assessed for progress toward transition goals/outcomes after exit?	<input type="text"/> %	<input type="checkbox"/> 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 Not At All Involved	Moderately Involved	Substantially Involved
a. Identifying their own strengths and needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Identifying their goals and objectives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Deciding education plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Deciding new placements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Creating their own transition plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 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 Not At All Involved	Moderately Involved	Substantially Involved
a. Identifying child's/youth's strengths and needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. Identifying child's/youth's goals and objectives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. Deciding education plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. Deciding new placements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e. Creating child's/youth's transition plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Community schools/school districts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Employers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Health services (including mental/behavioral)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Justice/law enforcement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Social service/child and family services	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Workforce development (e.g., job training/placement)	<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

- 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. General education support	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Job training	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Mental health counseling	<input type="checkbox"/> 1	<input type="checkbox"/> 0
e. Substance abuse counseling	<input type="checkbox"/> 1	<input type="checkbox"/> 0
f. Career and technical education support	<input type="checkbox"/> 1	<input type="checkbox"/> 0
g. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Federal, state, or local privacy policies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Lack of facility/program staff, funding, or other resources to track children and youth	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lack of willingness/cooperation from children's/youth's after exit placement(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Lack of student information systems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Disconnected/soiled student information systems	<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%;"></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Education specialist endorsement (such as reading specialist, learning behavioral specialist)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Content-area endorsements (such as, science, mathematics, English)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
b. Title licensure (requires practitioners to have credentials before using a professional title)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
c. Registration (requires practitioners to provide information about their training and experience to a state consumer agency)	<input type="checkbox"/> 1	<input type="checkbox"/> 0
d. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Shortage of qualified instructional staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Shortage of qualified support services staff.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Instructional staff lack qualifications to teach students with disabilities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Instructional staff lack qualifications to teach English language learners.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Instructional, related, and/or support staff lack experience and/or training working in a secure care, residential, or similar alternative education setting.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify below. <div></div>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<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. <input style="width: 300px; height: 20px;" type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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 with children and youth who are neglected or delinquent?**

Please select one answer per 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

- 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	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Relocation assistance or housing	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Finder's fee to existing staff for new teacher referrals	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Student loan forgiveness	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Continuing or graduate education reimbursement	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<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 or managers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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
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
f. Other, please specify below. <input type="text"/>	<input type="checkbox"/> ₁	<input type="checkbox"/> 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	<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 Alaska 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. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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	<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
j. Other, please specify below. <input type="text"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 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.	<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 facility/program Part D goals/outcomes are not met.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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	<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 facility/program Part D goals/outcomes are not met	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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

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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	
a. Projects that facilitate transition to schools served by Local Education Agencies (LEAs) (ESEA § 1418(a)(1))	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
b. Projects that facilitate reentry following secondary diploma (ESEA § 1418(a)(2))	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
c. Preplacement programs in colleges, universities, or community colleges	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
d. Worksite schools (higher education institutions and employer partnership)	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
e. Children and youth support services (personal, vocational, academic counseling; college placement; student financial aid counseling; job placement services)	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> Don't know
f. Family support services (family engagement, family counseling, skill building, rehabilitative)	<input style="width: 100%; height: 25px; border: 1px solid black;" type="text"/>	<input type="checkbox"/> None <input type="checkbox"/> 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!