



NATIONAL TITLE I, PART D
SURVEY 2017-2018
Project Plan Update

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September 2017

Update to the Project Plan for the National Survey of Title I, Part D Programs 2017 -2018

Introduction

Under Task 6 of the U.S. Department of Education (ED) contract ED-ESE-15-O-5037, the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) is developing and administering a national survey of State Coordinators of Title I, Part D (Part D). The primary goal of the national survey is to document how Part D funding is being used in different States to help meet the unique needs of children and youth who are neglected or delinquent, or who come into contact with child welfare and/or juvenile justice systems. This document provides an update on revisions to the Project Plan in order to ensure the national survey responds directly to ED's priorities, including sample questions for consideration.

At the beginning of the 2016-17 fiscal year, NDTAC, including subcontractor Keleher & Associates, developed a Project Plan for the national survey that detailed the key considerations, main deliverables, and activities for designing, administering, and reporting data. The Project Plan called for coordinating with the 2016-17 national evaluation of Part D to ensure national survey data collection efforts are in alignment and non-duplicative. To that end, NDTAC organized and held a meeting on August 16, 2017 with AIR's Title I, Part D national evaluation team leaders and ED with the intent of sharing processes and insights from the development and administering of their survey.

NDTAC/AIR/ED meeting

AIR's Part D national evaluation team leaders, Nick Read and Jennifer Loeffler-Cobia, presented to NDTAC's team, including the project director, deputy project director, technical assistance liaisons, and subcontractor from Keleher & Associates, as well as to ED staff, an overview of the scope of work for the comprehensive Part D program evaluation currently being conducted by AIR. They provided a general explanation of the evaluation design and gave details on those phases of the evaluation that had been completed and what the overall lessons learned from the process had been to date. Read and Loeffler-Cobia also discussed the methodology utilized in their evaluation and the protocols used for qualitative and quantitative data collection.

Revisions to the national survey

Through this national survey, NDTAC intends to collect data necessary to help ED fully understand States' use of Title I, Part D funds. The results of the survey will help develop a more complete understanding of how States use these funds to provide supplemental

supports aimed at ensuring youth who are neglected or delinquent receive ongoing, equivalent, and high-quality educational opportunities during their placement. The national survey will also collect data that will allow ED and NDTAC to assess the impact of NDTAC's technical assistance on its primary audience: Title I, Part D State coordinators.

Specifically, the national survey will help ED and NDTAC answer the following questions:

1. What are the services, activities, and programs Title I, Part D funds, and how do they vary by subtype and size of population of youth who are neglected or delinquent in the State?
2. How are States using Title I, Part D funds for specific transition supports and services to students through and post reentry into school and/or workforce, and how do they vary by subtype and size of population of youth who are neglected or delinquent in the State?
3. How frequently do State Title I, Part D Coordinators monitor subgrantees, including visiting secured facilities, by subtype and size of population of youth who are neglected or delinquent in the State?
4. How familiar are State Title I, Part D Coordinators with NDTAC's resources and supports, and which do they find most and least helpful?

Data collected through the national survey will be summarized at the national level and similarities and differences among States will be identified. Findings will highlight key policy and practice implications. Results will be reported and disseminated to various stakeholders in the neglected and delinquent community.

To ensure the national survey is responsive to ED's priorities, sample survey questions developed for each of the four questions above are provided in the following pages. Full survey questions will be shared with, and approved by ED before administering the survey.

SAMPLE SURVEY QUESTIONS

Demographic Questions

How long have you been a Title I, Part D Coordinator?

- a. 1-12 months
- b. 13-24 months
- c. 2-4 years
- d. 4-6 years
- e. 6-8 years
- f. 8-10 years
- g. 10+ years

What percentage of your time is dedicated to administration of Title I, Part D?

- a. Less than 10%
- b. 10-20%
- c. 21-30%
- d. 31-40%
- e. 41-50%
- f. More than 50%

Question 1: General Title I, Part D Spending

Sample Question A

Which of the following activities or services is your State funding, in whole or in part, with Title I, Part D funds?

If applicable, please mark for Subpart 1 (State Agency) and/or Subpart 2 (LEAs or local programs) in each row.

	Subpart 1 State Agency	Subpart 2 LEAs
a. Full-time teaching positions	<input type="checkbox"/>	<input type="checkbox"/>
b. Part-time teaching positions	<input type="checkbox"/>	<input type="checkbox"/>
c. Facility level administrative support staff	<input type="checkbox"/>	<input type="checkbox"/>
d. Computers, tablets and related hardware	<input type="checkbox"/>	<input type="checkbox"/>
e. Educational software or online educational programs	<input type="checkbox"/>	<input type="checkbox"/>
f. Instructional materials (i.e. books, reference materials, science lab equipment, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
g. Professional development for instructional	<input type="checkbox"/>	<input type="checkbox"/>

staff		
h. Tests for academic assessment and screening	<input type="checkbox"/>	<input type="checkbox"/>
i. Mental health screenings	<input type="checkbox"/>	<input type="checkbox"/>
j. Mental health supports/counseling	<input type="checkbox"/>	<input type="checkbox"/>
k. Substance abuse screenings	<input type="checkbox"/>	<input type="checkbox"/>
l. Substance abuse supports/counseling	<input type="checkbox"/>	<input type="checkbox"/>
m. Parental and family engagement programs	<input type="checkbox"/>	<input type="checkbox"/>
n. Transition activities	<input type="checkbox"/>	<input type="checkbox"/>
o. Other (Please describe)	_____	

Sample Question B

For school year 2016-17, approximately what percentage of your State’s Title I, Part D funding **for Subpart 1 and for Subpart 2** is being spent on providing direct instruction to children and youth who are neglected or delinquent (i.e. full- and part-time teacher salaries, individual or small group tutoring services)?

B.1 For Subpart 1:

- a. Less than 25%
- b. 25-39%
- c. 40-54%
- d. 55-79%
- e. 80% or more

B.2 For Subpart 2:

- a. Less than 25%
- b. 25-39%
- b. 40-54%
- c. 55-79%
- d. 80% or more
- e. Don’t administer a TIPD, Subpart 2 program.

Question 2: Transition Spending

Sample Question A

Which of the activities or services listed below is your State funding, in whole or in part, with Title I, Part D funds?

If applicable, please mark for Subpart 1 (State Agency) and/or Subpart 2 (LEAs or local programs) in each row.

	Subpart 1 State Agency	Subpart 2 LEAs
a. Transition Coordinator / Education Advocate Positions or dedicated staff with responsibilities for transition planning and support.	<input type="checkbox"/>	<input type="checkbox"/>
b. Administrative support staff for Transition Coordinator and transition related activities (e.g. records transfers, student follow up after discharge, coordination with other school and other local and State agencies).	<input type="checkbox"/>	<input type="checkbox"/>
c. Independent living and “life skills” programs.	<input type="checkbox"/>	<input type="checkbox"/>
d. Establishing collaborative agreements and/or coordinating community engagement programs (e.g. after school programs, mentoring programs, agreements with businesses in the community, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
e. Trade certification programs (e.g. food handling, bicycle repair, commercial driving, fiber optic technician certificates, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
f. Psychologist / Social Worker positions (Part-time or Full-time)	<input type="checkbox"/>	<input type="checkbox"/>
g. Guidance Counselor positions (Part-time or Full-time).	<input type="checkbox"/>	<input type="checkbox"/>
h. SAT/ACT Tests preparation courses.	<input type="checkbox"/>	<input type="checkbox"/>
i. Substance Abuse treatment and prevention programs.	<input type="checkbox"/>	<input type="checkbox"/>
j. Post discharge parental and community engagement programs.	<input type="checkbox"/>	<input type="checkbox"/>
k. Trauma-informed supports and/or services	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (Please describe)	<input type="checkbox"/>	<input type="checkbox"/>

Sample Question B

For school year 2016-17, approximately what percentage of your State’s Title I, Part D funding **for Subpart 1 and for Subpart 2** is being spent on providing transition supports and services for children and youth who are neglected and/or delinquent?

B.1 For Subpart 1:

- a. Less than 15%
- b. 15-19%
- b. 20-24 %
- c. 25-29%
- d. 30%

B.2 For Subpart 2:

- a. Less than 15%
- b. 15-19%
- b. 20-24 %
- c. 25-29%
- d. 30%
- e. Don't administer a TIPD, Subpart 2 program.

Question 3: TIPD Monitoring

Sample Question A

In your role as State Title I, Part D Coordinator, how frequently do you monitor (including fiscal monitoring) Subpart 1 and Subpart 2 subgrantees in your State?

Please select one of the following answers for Subpart 1 and one for Subpart 2 (if applicable).

	Subpart 1 State Agency	Subpart 2 LEA's
a. Each subgrantee is monitored at least once a year.	<input type="checkbox"/>	<input type="checkbox"/>
b. Each subgrantee is monitored at least once every 2 years.	<input type="checkbox"/>	<input type="checkbox"/>
c. Each subgrantee is monitored at least once every 3 years.	<input type="checkbox"/>	<input type="checkbox"/>
d. We do not have a specific monitoring schedule. The frequency of subgrantee monitoring visits is determined based on previous monitoring findings and/or other factors.	<input type="checkbox"/>	<input type="checkbox"/>

Sample Question B

In what ways do you monitor subgrantees?

If applicable, please mark for Subpart 1 (State Agency) and/or Subpart 2 (LEAs or local programs) in each row.

	Subpart 1 State Agency	Subpart 2 LEA's
a. Desk audits (virtual)	<input type="checkbox"/>	<input type="checkbox"/>
b. Face-to-face (on-site)	<input type="checkbox"/>	<input type="checkbox"/>
c. Paper/file audit	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (Please describe)	_____	

Sample Question C

In your role as State Title I, Part D Coordinator, what secured facilities have you personally visited?

Please select one of the following answers for Subpart 1 and one for Subpart 2 (if applicable).

applicable).

	Subpart 1 State Agency	Subpart 2 LEA's
a. I have visited all facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>
b. I have visited 76-99% of the facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>
c. I have visited 51-75% of the facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>
d. I have visited 26-50% of the facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>
e. I have visited less than 25% of the facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>
f. I could not monitor or visit any facilities receiving Title I, Part D funding in my State.	<input type="checkbox"/>	<input type="checkbox"/>

Question 4: Access to and Satisfaction with NDTAC Resources

Sample Question A

Which of the following NDTAC technical assistance (TA) resources, supports, and activities have you accessed or participated in during your tenure as a State Title I, Part D (TIPD) coordinator?

Please select all that apply.

a. NDTAC's Annual Conference	<input type="checkbox"/>
b. NDTAC's quarterly TIPD coordinators community calls or meetings	<input type="checkbox"/>
c. Individual phone and/or email TA with your NDTAC State Liaison	<input type="checkbox"/>
d. Individual or group phone and/or email TA with NDTAC's Data Collection & Reporting Team	<input type="checkbox"/>
e. NDTAC's www.neglected-delinquent.org and/or www.ndcommunities.org websites	<input type="checkbox"/>
f. Use of NDTAC's Toolkits, Factsheets, Briefs, State and national data reports, data worksheets and other NDTAC products.	<input type="checkbox"/>
g. NDTAC's webinars series with leaders and experts in the field	<input type="checkbox"/>
h. NDTAC's topical calls on topics of interest to the TIPD coordinator community	<input type="checkbox"/>
i. Receiving information and announcements through NDTAC's email listerv	<input type="checkbox"/>

Sample Question B

Indicate the extent to which you DISAGREE or AGREE with the following statements below regarding NDTAC’s direct technical assistance support.

Mark one response on each row.

	Strongly disagree	Disagree	Slightly disagree	Undecided	Slightly Agree	Agree	Strongly Agree	N/A
a. Attending NDTAC’s National Conference helped improve my practice and was a good use of my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community calls are useful to me and allow me to learn and share with my colleagues from other States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Emails and Phone calls to my NDTAC State Liaison have always been responded to in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My NDTAC State Liaison has helped address my questions and/or has guided me to the right resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Support from NDTAC’s Data Team has helped improve our efforts to accurately report CSPR and other data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Question C

Indicate the extent to which you DISAGREE or AGREE with the following statements below regarding NDTAC’s RESOURCES AND ACTIVITIES.

Mark one response on each row.

	Strongly disagree	Disagree	Slightly disagree	Undecided	Slightly Agree	Agree	Strongly Agree	N/A
a. I rely on NDTAC’s website as a principal source of TIPD program information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I often use NDTAC’s Toolkits, Factsheets, Briefs and other data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I often share NDTAC’s Toolkits, Factsheets, Briefs and other data with my subgrantees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I find that the NDTAC webinars and topical calls that I have joined have helped my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Receiving NDTAC emails with announcements and notices helps me stay up to date on TIPD program news and best practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Question D

Indicate which of the following challenges or obstacles you face as Title I, Part D coordinator as it pertains to the administration of Title I, Part D program.

<< TA Team to come up with a list >>

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1800-0011. Note: Please do not return the completed survey to this address.