# Appendix C

# Title VI Grantee Survey

Email Text with Survey Link

Dear {Title VI Grant Coordinator name}:

The U.S. Department of Education has commissioned the **Study of the ESEA Title VI Indian Education LEA Grants Program.** The study includes a surveyon three primary topics: (1) the services the grant program funds, (2) the strategies grantees use to identify eligible AI/AN students and plan services, and (3) how grantees measure progress toward their Title VI project objectives.

**The survey takes approximately 30 minutes to complete. We ask that you complete this survey no later than {XXXX, 2018}.**

**LINK INFO**

If you are not the best person to respond to questions about the Title VI Indian Education LEA Grants Program, please send a message to XXX@sri.com with the name, email address, and phone number of a more appropriate respondent in your [LEA/school/tribe] or call 800-xxx-xxxx. *[[1]](#footnote-1)*

Linked Log-in Page Text

Survey of Title VI Grantees

Dear Title VI Grant Coordinator,

Thank you for participating in the Study of the ESEA Title VI Indian Education LEA Grants Program.

* **Purpose of Study:** To describe nationwide operations of and strategies used by Title VI grantees to provide culturally responsive services and activities and help Native students meet challenging state academic standards; align and leverage program-funded services with those funded by other federal, state, and local sources; identify eligible American Indian and Alaska Native (AI/AN) students; establish and implement project priorities with parent, community, and tribal involvement; and measure progress towards Title VI project objectives.
* **Sponsor:** The study is sponsored by the U.S. Department of Education and is being conducted under contract by SRI International.
* **Participation:** Participation in this study is required under Section 8306(a)(4) of the Elementary and Secondary Education Act. 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. The valid OMB control number for this information collection is XXXX-XX.
* **Reporting and Confidentiality:** Responses to this survey will be used to summarize findings in an aggregate manner (across groups or sites) or will be used to provide examples of program implementation in a manner that does not associate responses with a specific site or individual. The final report may refer to the generic title of an individual (e.g., Title VI Grant Coordinator), but neither the site name nor the individual name will be used. All efforts will be made to keep the description of the site general enough that the reader would not be able to determine the identity of the site. The study team will make sure that access to all data with identifiable information is limited to members of the study team. Except for that which is already public, every effort will be made to maintain the confidentiality for all information collected, and we will not provide information that identifies you or your district to anyone outside the study team, except as required by law.
* **Response Burden:** This survey should require approximately 30 minutes of your time.
* **Benefits:** Your participation will help inform policy makers, educators, and researchers at the local, state, and national levels about the implementation of the Title VI Indian Education Program.
* **More Information:** For questions or more information about this study, you may contact the SRI study team at XXXX@sri.com or call the study toll-free-number, 1-800-XXX-XXXX.

|  |
| --- |
| Please answer the questions to the best of your ability by clicking on the appropriate response. Use the “Next” and “Back” buttons at the bottom of each page to move through the survey. Know that you do not have to complete the survey in one sitting; you can exit and reenter the survey at any time. |

*Thank you for your cooperation in this very important effort!*

Email follow-up text

Dear Title VI Grant Coordinator,

We recently sent you an invitation to participate in the online survey for the U.S. Department of Education’s *Study of the ESEA Title VI Indian Education LEA Grant Program*. Because your input is very important to this study, I am writing today to make sure you received the survey information. You can access the survey from any computer.

**The survey takes approximately 30 minutes to complete. We ask that you complete this survey no later than {XXXX, 2018}.**

**LINK INFO**

The surveyfocuses on five primary topics: (1) the strategies grantees use to identify and count eligible AI/AN students, (2) how grantees plan services, (3) the services the grant program funds, (4) efforts to coordinate Title VI-funded services with other programs and services, and (5) how grantees measure progress toward their Title VI project objectives. If you are not the best person to respond to questions about the Title VI Indian Education LEA Grants Program, please send a message to XXX@sri.com with the name, email address, and phone number of a more appropriate respondent in your [LEA/school/tribe] or call 800-xxx-xxxx. *[[2]](#footnote-2)*

If you have any questions about this survey, please contact the SRI study team at XXXX@sri.com or call the study toll-free-number, 1-800-XXX-XXXX.

Thank you.

## Identifying and Counting Eligible AI/AN Students

The Title VI Indian Education LEA Grants Program requires grantees to report the number of students eligible for services. The number includes all AI/AN students for whom schools or districts have collected an Indian Student Certification (ED 506) form that is signed by the child’s parent or guardian. This section asks questions designed to understand how grantees collect timely, accurate, and complete information about students eligible for Title VI‐funded services.

1. **[FOR LEAs ONLY]** This school year, in 2017-18, approximately how many AI/AN tribes, bands, and groups (including federally recognized, state-recognized, terminated, and/or organized Indian groups) are (a) enrolled by your school district; and (b) served by Title VI-funded services? *NOTE: If you do not know the answer to one or both of these questions, please write DK (“Don’t Know”) in the appropriate space below.*
   1. Number of AI/AN tribes, bands and groups with students enrolled in the district: \_\_\_\_\_\_\_\_\_\_\_\_
   2. Number of AI/AN tribes, bands, and groups with students served by Title VI-funded services: \_\_\_\_\_\_\_\_\_\_\_
2. For this school year, 2017-18, which of the following strategies does your Title VI‐funded project use to identify students who are eligible to receive Title VI‐funded services? (Select ALL that apply.)
   1. Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students
   2. Conduct awareness‐raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students with: **(Triggers drop down menu)**
      * + ***District*** staff (e.g., enrollment administrators, directors of other federal programs)
        + ***School*** staff (e.g., secretaries, administrators, counselors, teachers)
   3. **[FOR LEAs ONLY]** Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of AI/AN students, including Title VI grant definition versus Johnson-O’Malley Act definition)
   4. Collaborate and coordinate with organizations that work with AI/AN families to notify them about available Title VI-funded services: **(Triggers drop down menu)**
      * + Title VI Parent Advisory Committee
        + Local tribes and tribal organizations
        + Community‐based organizations
        + Local government agencies
        + School- or tribal-based parent committees
   5. Include questions about students’ AI/AN status as part of the school registration processes
   6. Include common tribal affiliations on the ED 506 form
   7. Disseminate eligibility information (flyer, fact sheet) to schools
   8. Ask schools to run reports for students who identified their secondary ethnicity as AI/AN on enrollment forms and submit information to the Title VI office
   9. Include ED 506 form in school enrollment packets
   10. Other (PLEASE SPECIFY):
   11. N/A: My project did not identify students eligible to receive Title VI‐funded services for the 2017-18 school year. **[Skip to Q4)**
3. [***[Note: Online survey software will pipe in the activities selected in Q2****]* For this school year, 2017-18, how challenging is each of the following strategies as your project seeks to identify Title VI‐eligible AI/AN students?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not challenging** | **Minimally challenging** | **Somewhat challenging** | **Very challenging** |
| 1. Conduct targeted outreach (e.g., by phone or email) to notify AI/AN families about available Title VI-funded services for eligible AI/AN students |  |  |  |  |
| 1. Conduct awareness‐raising activities (e.g., trainings, presentations, meetings) to identify Title VI-eligible AI/AN students with [Online software will pipe in the responses selected in Q2] |  |  |  |  |
| 1. **[FOR LEAs ONLY]** Collaborate and coordinate with local tribes and tribal organizations to determine AI/AN student eligibility to receive Title VI-funded services (e.g., help to distinguish multiple federal definitions of AI/AN students, including Title VI grant definition versus Johnson-O’Malley Act definition) |  |  |  |  |
| 1. Collaborate and coordinate with organizations that work with AI/AN families to notify them about available Title VI-funded services [Online software will pipe in the responses selected in Q2] |  |  |  |  |
| 1. Include questions about students’ AI/AN status as part of the school registration processes |  |  |  |  |
| 1. Include common tribal affiliations on the ED 506 form |  |  |  |  |
| 1. Disseminate eligibility information (flyer, fact sheet) to schools |  |  |  |  |
| 1. Ask schools to run reports for students who identified their secondary ethnicity as AI/AN on enrollment forms and submit information to the Title VI office |  |  |  |  |

1. ***[For activities in Q3 considered “somewhat” or “very challenging”]*** In what way(s) does this activity (these activities) challenge your project’s efforts to identify and count Title VI‐eligible students?
2. For this school year, 2017-18, which of the following strategies does your project use to ensure that the data collected through the Indian Student Certification (ED 506) form are accurate and complete? (Select ALL that apply.)
   1. Link data collected through the ED 506 form to district student enrollment systems
   2. Link data collected through the ED 506 form to state student enrollment systems
   3. Conduct an annual review of information collected through the ED 506 form to update information on eligible students (e.g., by removing students who have left the LEA/BIE‐operated school, by checking for and removing duplicate student entries)
   4. Collect physical copies of completed ED 506 forms from AI/AN families
   5. Collect electronic copies of ED 506 forms from AI/AN families
   6. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. N/A: We do not engage in any of these activities.
3. For this school year, 2017-18, how challenging are the following in your project’s efforts to collect or confirm the accuracy of information on Title VI‐eligible students?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Not challenging** | **Minimally challenging** | **Somewhat challenging** | **Very challenging** | **Don’t know** | **N/A: We do not engage in this activity** |
| 1. Helping AI/AN parents/guardians collect and submit acceptable information (e.g., tribal membership or enrollment number, letter from tribe) to confirm their child’s eligibility to receive Title VI‐funded services |  |  |  |  |  |  |
| 1. Collecting completed ED 506 forms from AI/AN parents/ guardians |  |  |  |  |  |  |
| 1. Comparing information collected through the ED 506 form with school district records on students’ race/ethnicity (e.g., disaggregating information about students who identify as two or more races/ethnicities) |  |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |  |

1. What would help your project identify and count Title VI-eligible students and/or collect ED 506 forms (e.g., information, services, supports)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Planning Title VI‐funded Services for AI/AN Students

#### Identifying AI/AN Students’ Needs

1. How frequently does your project conduct a comprehensive needs assessment to identify AI/AN students’ educational and culturally related academic needs?
2. Semi‐annually (i.e., twice per year)
3. Annually
4. Every 2 years
5. Every 3 years
6. Other (PLEASE SPECIFY)
7. We do not conduct assessments to identify AI/AN students’ educational and culturally related academic needs. **(Skip to Q10)**
8. When your project conducted its last comprehensive needs assessment, which strategies were used to collect information from the following stakeholder groups about AI/AN students’ educational and culturally related academic needs?

 N/A: My Title VI‐funded project did not consult with any stakeholder groups to identify AI/AN students’ needs. (**Skip to Q10**)

***Note: Categories will change depending on grantee type (e.g., Tribes applying in lieu of an LEA would see “Other tribal organizations” for option “c”).***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Stakeholder groups*** | **Surveys** | **Interviews/ focus groups** | **Listservs or other online forums** | **Convenings with stakeholder group** | **Public hearings** | **Title VI-sponsored events/ activities** | **Other (specify)**  ***[Online version will include pop-up box for response]*** | **Not consulted**  **about AI/AN students’ needs** | **N/A: Not a stakeholder** |
| 1. Title VI Parent Advisory Committee |  |  |  |  |  |  |  |  |  |
| 1. School- or tribal-based parent committees |  |  |  |  |  |  |  |  |  |
| 1. Tribes/tribal organizations |  |  |  |  |  |  |  |  |  |
| 1. School boards and/or district administrators |  |  |  |  |  |  |  |  |  |
| 1. Educators (i.e., administrators, teachers) |  |  |  |  |  |  |  |  |  |
| 1. Students |  |  |  |  |  |  |  |  |  |
| 1. Institutions of higher education |  |  |  |  |  |  |  |  |  |
| 1. Community‐based organizations |  |  |  |  |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |

1. Which of the following objectives did your project identify in its 2017-18 grant application to address AI/AN students’ educational and culturally related academic needs? (Select ALL that apply.)
2. Increase AI/AN students’ school readiness
3. Increase AI/AN students’ academic achievement
4. Decrease achievement gaps between AI/AN students and students of other racial/ethnic groups
5. Increase AI/AN students’ knowledge of cultural identity and awareness
6. Enhance AI/AN students’ problem solving and cognitive skills development
7. Increase school attendance rate for AI/AN students
8. Decrease school dropout rate for AI/AN students
9. Increase graduation rate for AI/AN students
10. Increase AI/AN students’ career readiness skills (e.g., technology skills, leadership skills)
11. Increase college enrollment for AI/AN students
12. Increase substance abuse prevention for AI/AN students
13. Increase parent engagement in AI/AN students’ schools
14. Increase Native American Language instruction programs
15. Other (PLEASE SPECIFY):

#### Planning Services and Activities to Support AI/AN Students’ Needs

1. In planning for this school year, 2017-18, which strategies, if any, did your project use to collect input from the following stakeholders to plan Title VI‐funded services and activities?

 N/A: My Title VI‐funded project did not consult with any stakeholder groups to plan Title VI‐funded services and activities to support AI/AN students’ needs. (**Skip to Q12**)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Surveys** | **Interviews/ focus groups** | **Online forums** | **Convenings with stakeholder**  **group** | **Public hearings** | **Title VI-sponsored events/ activities** | **Other (specify)** | **Not consulted to plan project services and**  **activities** | **N/A: Not a stakeholder** |
| * 1. Title VI Parent Advisory Committee |  |  |  |  |  |  |  |  |  |
| * 1. School- or tribal-based parent committees |  |  |  |  |  |  |  |  |  |
| * 1. Tribes/tribal organizations |  |  |  |  |  |  |  |  |  |
| * 1. School boards and/or other district administrators |  |  |  |  |  |  |  |  |  |
| * 1. Educators (i.e., administrators, teachers) |  |  |  |  |  |  |  |  |  |
| * 1. Students |  |  |  |  |  |  |  |  |  |
| * 1. Institutions of higher education |  |  |  |  |  |  |  |  |  |
| * 1. Community‐based organizations |  |  |  |  |  |  |  |  |  |
| * 1. Other LEAs or LEA consortia within the state |  |  |  |  |  |  |  |  |  |
| * 1. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |

1. In planning for this school year, 2017-18, which of the following data sources did your project use to plan Title VI-funded services and activities? (Select ALL that apply.)

 N/A: My Title VI‐funded project did not use any data sources to plan services and activities to support AI/AN students’ needs. (**Skip to Q13**)

|  |  |
| --- | --- |
| ***Data sources*** | |
| 1. Administrative data collected by the school district (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data) |  |
| 1. Published reports on issues related to AI/AN education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations) |  |
| 1. Information about services and activities delivered by other organizations that serve AI/AN students |  |
| 1. Information from public hearings |  |
| 1. Information from parents about students’ culturally relevant academic needs (e.g., school climate data) |  |
| 1. Information from school teachers and administrators about students’ culturally relevant academic needs |  |
| 1. School and district equity audit data (e.g., assessments of school resources, teacher placement, access to academic programs such as advanced placement courses and talented and gifted programs) |  |
| 1. Other (PLEASE SPECIFY): |  |

1. In planning for this school year, 2017‐18, how challenging were each of the following in your Title VI-funded project’s efforts to **plan services and activities**? (Select ONE response for each row.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not challenging** | **Minimally**  **challenging** | **Somewhat challenging** | **Very challenging** | **Don’t know** |
| 1. Obtaining input from the Title VI Parent Advisory Committee to plan services |  |  |  |  |  |
| 1. Obtaining input from tribes/tribal organizations to plan services |  |  |  |  |  |
| 1. Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings) |  |  |  |  |  |
| 1. Accessing data to identify AI/AN students’ educational and culturally relevant academic needs (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data, parent information, teacher information, school and district equity audit data) |  |  |  |  |  |
| 1. Using data to identify AI/AN students’ educational and culturally relevant academic needs |  |  |  |  |  |
| 1. Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization) |  |  |  |  |  |
| 1. Coordinating Title‐VI funding for planned services with other funding sources (e.g., other federal funding, state funding) |  |  |  |  |  |
| 1. Identifying appropriate curricula/resources to support Title VI-funded planned services |  |  |  |  |  |
| 1. Complying with grant requirements to fund planned services |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |

## Title VI‐funded Services and Activities

1. For this school year, 2017‐18, does your project use Title VI funding to provide the following services and activities to eligible AI/AN students? (Select ONE response for each row.)

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| * 1. Native language instruction |  |  |
| * 1. Early childhood programs |  |  |
| * 1. Indian education (e.g., language, history) |  |  |
| * 1. Cultural enrichment (e.g., events, field trips) |  |  |
| * 1. Academic support (e.g., homework support, study skills) |  |  |
| * 1. Academic enrichment (e.g., afterschool programs) |  |  |
| * 1. College preparation (e.g., ACT or SAT preparation, college visits) |  |  |
| * 1. Career preparation (e.g., career exploration, internships) |  |  |
| * 1. Gifted and talented program |  |  |
| 1. Student advocacy/leadership |  |  |
| 1. Mentoring |  |  |
| 1. Suicide prevention |  |  |
| 1. Violence prevention |  |  |
| 1. Substance abuse prevention |  |  |
| 1. Counseling |  |  |
| 1. Family literacy |  |  |
| 1. Parent involvement |  |  |
| 1. Dropout prevention strategies |  |  |
| 1. Programs for students in correctional facilities |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |

1. ***[Note: Online survey software will pipe in the education‐related services selected in Q14****]* For this school year, 2017‐18, does, or will, your project offer professional development to teachers and/or school support staff to support the delivery of the following services or activities to eligible AI/AN students? (Select ONE response for each row.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes, in 2017-18 we offer professional development to teachers and/or support staff in this area** | **No, but we plan to offer professional development in this area** | **N/A: We do not plan to offer professional development to teachers or staff in this area** |
| 1. Native language instruction |  |  |  |
| 1. Early childhood programs |  |  |  |
| 1. Indian education (e.g., language, history) |  |  |  |
| 1. Cultural enrichment (e.g., events, field trips) |  |  |  |
| 1. Academic support (e.g., homework support, study skills) |  |  |  |
| 1. Academic enrichment (e.g., afterschool programs) |  |  |  |
| 1. College preparation (e.g., ACT or SAT preparation, college visits) |  |  |  |
| 1. Career preparation (e.g., career exploration, internships) |  |  |  |
| 1. Gifted and talented program |  |  |  |
| 1. Student advocacy/leadership |  |  |  |
| 1. Mentoring |  |  |  |
| 1. Substance abuse prevention |  |  |  |
| 1. Suicide prevention |  |  |  |
| 1. Violence prevention |  |  |  |
| 1. Counseling |  |  |  |
| 1. Family literacy |  |  |  |
| 1. Parent involvement |  |  |  |
| 1. Dropout prevention strategies |  |  |  |
| 1. Programs for students in correctional facilities |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |

1. *[****Note: Online survey software will pipe in the education‐related services selected in Q14****]* For each of the educational services your project funds this school year, 2017-18, which use the following practices to support a culturally responsive education (i.e., an education that draws on students’ identities and backgrounds to foster inclusive learning environments) for AI/AN students? (For each row, select as many responses as apply.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Deliver instruction in AI/AN students’ heritage**  **language** | **Use instructional strategies that reflect different learning**  **styles** | **Incorporate AI/AN**  **history and culture into**  **the curriculum** | **Administer assessments**  **in AI/AN languages** | **Use AI/AN**  **teachers and/or**  **support staff** | **Connect AI/AN students with mentors or counselors from tribal**  **community** | **Other** | **Don’t know** | **N/A: None of these**  **practices are used for this service** |
| 1. Native language instruction |  |  |  |  |  |  |  |  |  |
| 1. Early childhood education |  |  |  |  |  |  |  |  |  |
| 1. Indian education (e.g., language, history) |  |  |  |  |  |  |  |  |  |
| 1. Cultural enrichment (e.g., events, field trips) |  |  |  |  |  |  |  |  |  |
| 1. Academic support (e.g., homework support, study skills) |  |  |  |  |  |  |  |  |  |
| 1. Academic enrichment (e.g., afterschool programs) |  |  |  |  |  |  |  |  |  |
| 1. College preparation (e.g., ACT or SAT preparation, college visits) |  |  |  |  |  |  |  |  |  |
| 1. Career preparation (e.g., career exploration, internships) |  |  |  |  |  |  |  |  |  |
| 1. Gifted and talented program |  |  |  |  |  |  |  |  |  |
| 1. Dropout prevention strategies |  |  |  |  |  |  |  |  |  |
| 1. Programs for students in correctional facilities |  |  |  |  |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |  |  |  |  |

***[NOTE: If “N/A” or “Don’t know” selected for all practices in Q16, respondent skips to Q18]***

1. Please provide a brief example of an educational service your project funds to support a culturally responsive education for AI/AN students.
2. [***Note: Online survey software will pipe in services selected in Q16***] For this school year, 2017‐18, how challenging is delivering the following services using culturally responsive practices? (Select ONE response for each row.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not**  **challenging** | **Minimally**  **challenging** | **Somewhat**  **challenging** | **Very**  **challenging** | **Don’t**  **know** |
| 1. Native language instruction |  |  |  |  |  |
| 1. Early childhood education |  |  |  |  |  |
| 1. Indian education (e.g., language, history) |  |  |  |  |  |
| 1. Cultural enrichment (e.g., events, field trips) |  |  |  |  |  |
| 1. Academic support (e.g., homework support, study skills) |  |  |  |  |  |
| 1. Academic enrichment (e.g., afterschool programs) |  |  |  |  |  |
| 1. College preparation (e.g., ACT or SAT preparation, college visits) |  |  |  |  |  |
| 1. Career preparation (e.g., career exploration, internships) |  |  |  |  |  |
| 1. Gifted and talented program |  |  |  |  |  |
| 1. Student advocacy/leadership |  |  |  |  |  |
| 1. Mentoring |  |  |  |  |  |
| 1. Substance abuse prevention |  |  |  |  |  |
| 1. Suicide prevention |  |  |  |  |  |
| 1. Violence prevention |  |  |  |  |  |
| 1. Counseling |  |  |  |  |  |
| 1. Family literacy |  |  |  |  |  |
| 1. Parent involvement |  |  |  |  |  |
| 1. Dropout prevention strategies |  |  |  |  |  |
| 1. Programs for students in correctional facilities |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |

***[NOTE: If “Not challenging,” or “Minimally challenging,” or “Don’t know” selected for all items in Q18, skip to Q20]***

1. ***[If any services in Q18 are considered “Somewhat” or “Very” challenging to deliver using culturally responsive practices]*** For this school year, 2017‐18, how challenging is each of the following factors in delivering services using culturally responsive practices? (Select ONE response for each row.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not Challenging** | **Minimally Challenging** | **Somewhat Challenging** | **Very Challenging** | **Don’t know** |
| 1. Aligning state and local policy with goals of culturally responsive education for AI/AN students (e.g., incorporating AI/AN culture into the curriculum; administering assessments in AI/AN languages) |  |  |  |  |  |
| 1. Multiple tribal cultures represented among eligible AI/AN students |  |  |  |  |  |
| 1. Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education |  |  |  |  |  |
| 1. Availability of school staff with expertise in culturally responsive education |  |  |  |  |  |
| 1. Availability of school staff who are knowledgeable about students’ cultural backgrounds |  |  |  |  |  |
| 1. Availability of school staff who are knowledgeable about heritage languages |  |  |  |  |  |
| 1. Availability of professional development or training in culturally responsive education |  |  |  |  |  |
| 1. Access to instructional materials to support culturally responsive education for AI/AN students (e.g., materials related to heritage languages, textbooks that include AI/AN history and culture) |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |

#### Title VI Parent Advisory Committee

1. For this school year, 2017-18, which of the following groups, if any, are represented on your Title VI Parent Advisory Committee? (Select ALL that apply.)
   1. Parents/guardians of AI/AN students eligible to receive Title VI-funded services
   2. Parents/guardians of students not from recognized AI/AN tribes, bands, or groups
   3. Teachers
   4. Students eligible for Title VI-funded services
   5. Students not from recognized AI/AN tribes, bands, or groups as defined on the ED 506 form
   6. Representatives from tribes on Indian lands within 50 miles of schools that enroll students from respective tribes, bands, and/or groups
   7. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. During this school year, 2017-18, how frequently does your Title VI Parent Advisory Committee meet?

1. Once during the academic year
2. Once each academic semester
3. Quarterly
4. Monthly
5. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. During this school year, 2017-18, which of the following activities, if any, does your Title VI Parent Advisory Committee support? (Select ALL that apply.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** |
| 1. Reviewing and approving Title VI Indian Education LEA Grants application components |  |  |  |
| 1. Assisting with local assessments to identify AI/AN students’ educationally and culturally related academic needs |  |  |  |
| 1. Conducting outreach related to ED 506 Forms |  |  |  |
| 1. Setting objectives for Title VI-funded services and activities |  |  |  |
| 1. Allocating Title VI funds |  |  |  |
| 1. Evaluating Title VI-funded activities and services |  |  |  |
| 1. Hiring staff (e.g., teachers, counselors) to support Title VI-funded services and activities |  |  |  |
| 1. Identifying local partners to support Title VI-funded services and activities |  |  |  |
| 1. Planning school-level non-academic services and activities (e.g., field trips, cultural activities) |  |  |  |
| 1. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

## Coordinating Title VI Services with Other Programs and Services

1. For this school year, 2017‐18, does your project coordinate Title VI‐funded services and activities with any of the following programs? (Select ALL that apply for each row.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Don’t know** | **N/A: Program not offered/ available** |
| 1. Title I, Part A under the *Elementary and Secondary Education Act (ESEA)* [as reauthorized under the *Every Student Succeeds Act* (*ESSA*)] (i.e., improving basic programs operated by LEAs) |  |  |  |  |
| 1. Title I, Part C under *ESEA* (i.e., Migrant Education Program) |  |  |  |  |
| 1. Title I, Part D under *ESEA* (i.e., prevention and intervention programs for children and youth who are neglected, delinquent, or at risk) |  |  |  |  |
| 1. Title III of *ESEA* (i.e., language instruction for English learners and immigrant students) |  |  |  |  |
| 1. Title IV of *ESEA* (i.e., student support and academic enrichment grants, 21st Century Community Learning Centers, family engagement in education programs) |  |  |  |  |
| 1. Education for Homeless Children and Youth Program (authorized under the *McKinney‐Vento Homeless Assistance Act*) |  |  |  |  |
| 1. Impact aid |  |  |  |  |
| 1. *Individuals with Educational Disabilities Act* (*IDEA*) programs |  |  |  |  |
| 1. Johnson‐O’Malley programs |  |  |  |  |
| 1. Other Bureau of Indian Education/Bureau of Indian Affairs programs |  |  |  |  |
| 1. Other federally funded programs (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 1. State funded programs (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 1. Programs delivered by local social service providers (e.g., the health department, housing authority) |  |  |  |  |
| 1. Other programs serving at‐risk students, families, and/or communities (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| 1. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ |  |  |  |  |

***[Note: If “No,” “Don’t Know,” or “N/A” selected for ALL items, skip to Q25]***

1. [***Note: Online survey software will pipe in programs selected in Q23***] For this school year, 2017‐18, which of the following strategies does your project use to facilitate coordination of Title VI‐funded services and activities with other programs? (Select ALL that apply for each row.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Participating in interagency task forces or**  **committees** | **Sharing data on AI/AN**  **students** | **Sharing costs associated with providing services**  **for AI/AN students** | **Building programmatic linkages among programs, agencies and organizations serving AI/AN**  **students** | **Sharing information on effective programs/services to address the needs of AI/AN**  **students** | **Other** |
| 1. Title I, Part A under the *Elementary and Secondary Education Act (ESEA)* (as reauthorized under *ESSA*) (i.e., improving basic programs operated by LEAs) |  |  |  |  |  |  |
| 1. Title I, Part C under *ESEA* (i.e., Migrant Education Program) |  |  |  |  |  |  |
| 1. Title I, Part D under *ESEA* (i.e., prevention and intervention programs for children and youth who are neglected, delinquent, or at risk) |  |  |  |  |  |  |
| 1. Title III of *ESEA* (i.e., language instruction for English learners and immigrant students) |  |  |  |  |  |  |
| 1. Title IV of *ESEA* (i.e., student support and academic enrichment grants, 21st Century Community Learning Centers, family engagement in education programs) |  |  |  |  |  |  |
| 1. Education for Homeless Children and Youth Program (authorized under the *McKinney‐Vento Homeless Assistance Act*) |  |  |  |  |  |  |
| 1. Impact aid |  |  |  |  |  |  |
| 1. *Individuals with Educational Disabilities Act* (*IDEA*) programs |  |  |  |  |  |  |
| 1. Johnson‐O’Malley programs |  |  |  |  |  |  |
| 1. Other Bureau of Indian Education/ Bureau of Indian Affairs programs |  |  |  |  |  |  |
| 1. State-funded programs (PLEASE SPECIFY) |  |  |  |  |  |  |
| 1. Other federally funded programs (PLEASE SPECIFY) |  |  |  |  |  |  |
| 1. Programs delivered by local social service providers (e.g., the health department, housing authority) |  |  |  |  |  |  |
| 1. Other programs serving at‐risk students, families, and/or communities (PLEASE SPECIFY) |  |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY) |  |  |  |  |  |  |

1. For this school year, 2017‐18, how challenging is each of the following aspects of coordinating Title VI-funded services with other programs? (Select ONE response for each row.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not**  **challenging** | **Minimally**  **challenging** | **Somewhat**  **challenging** | **Very**  **challenging** | **Don’t**  **know** |
| * 1. Competing priorities across programs, agencies, and organizations serving AI/AN students |  |  |  |  |  |
| * 1. Identifying areas for programmatic linkages among programs, agencies, and organizations |  |  |  |  |  |
| * 1. Blending funding/sharing costs across programs and services |  |  |  |  |  |
| * 1. Limited staff time or capacity to coordinate services |  |  |  |  |  |
| * 1. Sharing or linking data on AI/AN students across programs, agencies, and organizations |  |  |  |  |  |
| * 1. Physical distance between programs, agencies, and organizations serving AI/AN students |  |  |  |  |  |
| * 1. Other (PLEASE SPECIFY): \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |

## Measuring Progress Toward Title VI Project Objectives

1. For the 2016‐17 school year, which of the following data sources did your Title VI-funded project use to measure progress toward project objectives (e.g., increase school readiness, academic achievement, knowledge of cultural identity and awareness, school attendance) (Select ALL that apply.)
2. Performance portfolios for AI/AN students receiving Title VI-funded services, including examples of student work and other artifacts
3. Survey or focus group data for AI/AN students receiving Title VI-funded services
4. Other culturally relevant measures (PLEASE DESCRIBE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Attendance data for AI/AN students receiving Title VI-funded services
6. Graduation/dropout data for AI/AN students receiving Title VI-funded services
7. College acceptance data for AI/AN students receiving Title VI-funded services
8. School staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving AI/AN students
9. Survey or focus group data collected from parents, guardians, or families of AI/AN students
10. State standardized assessments for AI/AN students receiving Title VI-funded services
11. Local standardized assessments for AI/AN students receiving Title VI-funded services
12. Other (PLEASE SPECIFY):
13. N/A: None of these data sources were used.
14. For the 2016‐17 school year, how challenging was implementing each of the following data collection or data use strategies ? (Select ONE response for each row.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Not challenging** | **Minimally challenging** | **Somewhat challenging** | **Very challenging** | **Don’t know** | **N/A:**  **We do not do this** |
| 1. Identifying appropriate data sources on Title VI-eligible AI/AN students |  |  |  |  |  |  |
| 1. Collecting data from parents of Title VI-eligible AI/AN students |  |  |  |  |  |  |
| 1. Collecting data from tribes/tribal organizations on Title VI-eligible AI/AN students |  |  |  |  |  |  |
| 1. Accessing student‐level data (e.g., state assessment data, college enrollment information) for Title VI-eligible AI/AN students |  |  |  |  |  |  |
| 1. Linking multiple student‐level databases (e.g., state assessment data, college enrollment information) |  |  |  |  |  |  |
| 1. Analyzing data to make decisions about project services and activities (PLEASE EXPLAIN): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |
| 1. Other (PLEASE SPECIFY): |  |  |  |  |  |  |

1. **[*For factors in Q27 considered “very challenging”*]** What made this data collection or data use strategy challenging to implement?
2. What do you believe are successful Title VI strategies for serving AI/AN students’ educational and culturally relevant academic needs? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is there anything that you would like to add that you think we should know about the Title VI grant in [your LEA/tribe/school] or your experiences as a Title VI grantee?

**Thank you for completing this survey!**

1. A toll-free number will be generated when the study receives OMB clearance. [↑](#footnote-ref-1)
2. A toll-free number will be generated when the study receives OMB clearance. [↑](#footnote-ref-2)