

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 survey on 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

¹ A toll-free number will be generated when the study receives OMB clearance.

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 survey focuses 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

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.

² A toll-free number will be generated when the study receives OMB clearance.

I. 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.*
 - a. Number of AI/AN tribes, bands and groups with students enrolled in the district: _____
 - b. 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.)
 - a. 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
 - b. 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)
 - c. **[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)
 - d. 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
 - e. Include questions about students' AI/AN status as part of the school registration processes
 - f. Include common tribal affiliations on the ED 506 form
 - g. Disseminate eligibility information (flyer, fact sheet) to schools
 - h. 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
 - i. Include ED 506 form in school enrollment packets
 - j. Other (PLEASE SPECIFY): _____
 - k. 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
a. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Include questions about students' AI/AN status as part of the school registration processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Include common tribal affiliations on the ED 506 form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Disseminate eligibility information (flyer, fact sheet) to schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **[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?

5. 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.)

- a. Link data collected through the ED 506 form to district student enrollment systems
- b. Link data collected through the ED 506 form to state student enrollment systems
- c. 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)
- d. Collect physical copies of completed ED 506 forms from AI/AN families
- e. Collect electronic copies of ED 506 forms from AI/AN families
- f. Other (PLEASE SPECIFY): _____
- g. N/A: We do not engage in any of these activities.

6. 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
a. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collecting completed ED 506 forms from AI/AN parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (PLEASE SPECIFY):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

10. 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.)

- a. Increase AI/AN students' school readiness
- b. Increase AI/AN students' academic achievement
- c. Decrease achievement gaps between AI/AN students and students of other racial/ethnic groups
- d. Increase AI/AN students' knowledge of cultural identity and awareness
- e. Enhance AI/AN students' problem solving and cognitive skills development
- f. Increase school attendance rate for AI/AN students
- g. Decrease school dropout rate for AI/AN students
- h. Increase graduation rate for AI/AN students
- i. Increase AI/AN students' career readiness skills (e.g., technology skills, leadership skills)
- j. Increase college enrollment for AI/AN students
- k. Increase substance abuse prevention for AI/AN students
- l. Increase parent engagement in AI/AN students' schools
- m. Increase Native American Language instruction programs
- n. Other (PLEASE SPECIFY): _____

12. 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	
a. Administrative data collected by the school district (e.g., course grades, test scores, attendance rate, behavior, graduation and/or dropout data, college acceptance data)	<input type="checkbox"/>
b. Published reports on issues related to AI/AN education (e.g., research produced by think tanks, university researchers, government agencies, tribal organizations)	<input type="checkbox"/>
c. Information about services and activities delivered by other organizations that serve AI/AN students	<input type="checkbox"/>
d. Information from public hearings	<input type="checkbox"/>
e. Information from parents about students' culturally relevant academic needs (e.g., school climate data)	<input type="checkbox"/>
f. Information from school teachers and administrators about students' culturally relevant academic needs	<input type="checkbox"/>
g. 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)	<input type="checkbox"/>
h. Other (PLEASE SPECIFY):	<input type="checkbox"/>

13. 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
a. Obtaining input from the Title VI Parent Advisory Committee to plan services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Obtaining input from tribes/tribal organizations to plan services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obtaining input from other stakeholders to plan services (e.g., parents, educators, students, community members, and/or comments from public hearings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using data to identify AI/AN students' educational and culturally relevant academic needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Coordinating planned services with other organizations (e.g., coordinating mental health services with local health organization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Coordinating Title-VI funding for planned services with other funding sources (e.g., other federal funding, state funding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying appropriate curricula/resources to support Title VI-funded planned services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Complying with grant requirements to fund planned services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (PLEASE SPECIFY):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Title VI-funded Services and Activities

14. 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
a. Native language instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. Early childhood programs	<input type="checkbox"/>	<input type="checkbox"/>
c. Indian education (e.g., language, history)	<input type="checkbox"/>	<input type="checkbox"/>
d. Cultural enrichment (e.g., events, field trips)	<input type="checkbox"/>	<input type="checkbox"/>
e. Academic support (e.g., homework support, study skills)	<input type="checkbox"/>	<input type="checkbox"/>
f. Academic enrichment (e.g., afterschool programs)	<input type="checkbox"/>	<input type="checkbox"/>
g. College preparation (e.g., ACT or SAT preparation, college visits)	<input type="checkbox"/>	<input type="checkbox"/>
h. Career preparation (e.g., career exploration, internships)	<input type="checkbox"/>	<input type="checkbox"/>
i. Gifted and talented program	<input type="checkbox"/>	<input type="checkbox"/>
a. Student advocacy/leadership	<input type="checkbox"/>	<input type="checkbox"/>
b. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>
c. Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>
d. Violence prevention	<input type="checkbox"/>	<input type="checkbox"/>
e. Substance abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>
f. Counseling	<input type="checkbox"/>	<input type="checkbox"/>
g. Family literacy	<input type="checkbox"/>	<input type="checkbox"/>
h. Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>
i. Dropout prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>
j. Programs for students in correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>

15. **[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
a. Native language instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Early childhood programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Indian education (e.g., language, history)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cultural enrichment (e.g., events, field trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Academic support (e.g., homework support, study skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Academic enrichment (e.g., afterschool programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. College preparation (e.g., ACT or SAT preparation, college visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Career preparation (e.g., career exploration, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Gifted and talented program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student advocacy/leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Substance abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Family literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Dropout prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Programs for students in correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. *[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
a. Native language instruction	<input type="checkbox"/>	<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. Early childhood education	<input type="checkbox"/>	<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. Indian education (e.g., language, history)	<input type="checkbox"/>	<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. Cultural enrichment (e.g., events, field trips)	<input type="checkbox"/>	<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. Academic support (e.g., homework support, study skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Academic enrichment (e.g., afterschool programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. College preparation (e.g., ACT or SAT preparation, college visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Career preparation (e.g., career exploration, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Gifted and talented program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Dropout prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Programs for students in correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (PLEASE SPECIFY):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[NOTE: If "N/A" or "Don't know" selected for all practices in Q16, respondent skips to Q18]

17. Please provide a brief example of an educational service your project funds to support a culturally responsive education for AI/AN students.

18. **[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
a. Native language instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Early childhood education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Indian education (e.g., language, history)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cultural enrichment (e.g., events, field trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Academic support (e.g., homework support, study skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Academic enrichment (e.g., afterschool programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. College preparation (e.g., ACT or SAT preparation, college visits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Career preparation (e.g., career exploration, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Gifted and talented program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student advocacy/leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Substance abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Family literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Dropout prevention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Programs for students in correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[NOTE: If "Not challenging," or "Minimally challenging," or "Don't know" selected for all items in Q18, skip to Q20]

19. **[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
a. 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Multiple tribal cultures represented among eligible AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Availability of staff within our organization (e.g., LEA/BIE/tribe) with expertise in culturally responsive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Availability of school staff with expertise in culturally responsive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Availability of school staff who are knowledgeable about students' cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Availability of school staff who are knowledgeable about heritage languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Availability of professional development or training in culturally responsive education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (PLEASE SPECIFY):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title VI Parent Advisory Committee

20. 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.)

- a. Parents/guardians of AI/AN students eligible to receive Title VI-funded services
- b. Parents/guardians of students not from recognized AI/AN tribes, bands, or groups
- c. Teachers
- d. Students eligible for Title VI-funded services
- e. Students not from recognized AI/AN tribes, bands, or groups as defined on the ED 506 form
- f. Representatives from tribes on Indian lands within 50 miles of schools that enroll students from respective tribes, bands, and/or groups
- g. Other (PLEASE SPECIFY): _____

21. During this school year, 2017-18, how frequently does your Title VI Parent Advisory Committee meet?

- a. Once during the academic year
- b. Once each academic semester
- c. Quarterly
- d. Monthly
- e. Other (PLEASE SPECIFY): _____

22. 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
a. Reviewing and approving Title VI Indian Education LEA Grants application components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assisting with local assessments to identify AI/AN students' educationally and culturally related academic needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Conducting outreach related to ED 506 Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Setting objectives for Title VI-funded services and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Allocating Title VI funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluating Title VI-funded activities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Hiring staff (e.g., teachers, counselors) to support Title VI-funded services and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying local partners to support Title VI-funded services and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Planning school-level non-academic services and activities (e.g., field trips, cultural activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Coordinating Title VI Services with Other Programs and Services

23. 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
a. Title I, Part A under the <i>Elementary and Secondary Education Act (ESEA)</i> [as reauthorized under the <i>Every Student Succeeds Act (ESSA)</i>] (i.e., improving basic programs operated by LEAs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title I, Part C under <i>ESEA</i> (i.e., Migrant Education Program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title I, Part D under <i>ESEA</i> (i.e., prevention and intervention programs for children and youth who are neglected, delinquent, or at risk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title III of <i>ESEA</i> (i.e., language instruction for English learners and immigrant students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Title IV of <i>ESEA</i> (i.e., student support and academic enrichment grants, 21st Century Community Learning Centers, family engagement in education programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Education for Homeless Children and Youth Program (authorized under the <i>McKinney-Vento Homeless Assistance Act</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Impact aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. <i>Individuals with Educational Disabilities Act (IDEA)</i> programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Johnson-O'Malley programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other Bureau of Indian Education/Bureau of Indian Affairs programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other federally funded programs (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. State funded programs (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Programs delivered by local social service providers (e.g., the health department, housing authority)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other programs serving at-risk students, families, and/or communities (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Note: If "No," "Don't Know," or "N/A" selected for ALL items, skip to Q25]

25. 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
a. Competing priorities across programs, agencies, and organizations serving AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying areas for programmatic linkages among programs, agencies, and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Blending funding/sharing costs across programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Limited staff time or capacity to coordinate services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sharing or linking data on AI/AN students across programs, agencies, and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Physical distance between programs, agencies, and organizations serving AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Measuring Progress Toward Title VI Project Objectives

26. 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.)
- Performance portfolios for AI/AN students receiving Title VI-funded services, including examples of student work and other artifacts
 - Survey or focus group data for AI/AN students receiving Title VI-funded services
 - Other culturally relevant measures (PLEASE DESCRIBE): _____
 - Attendance data for AI/AN students receiving Title VI-funded services
 - Graduation/dropout data for AI/AN students receiving Title VI-funded services
 - College acceptance data for AI/AN students receiving Title VI-funded services
 - School staff surveys or focus group data (e.g., with teachers, administrators, and/or support personnel) collected from schools serving AI/AN students
 - Survey or focus group data collected from parents, guardians, or families of AI/AN students
 - State standardized assessments for AI/AN students receiving Title VI-funded services
 - Local standardized assessments for AI/AN students receiving Title VI-funded services
 - Other (PLEASE SPECIFY): _____
 - N/A: None of these data sources were used.
27. 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
a. Identifying appropriate data sources on Title VI-eligible AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collecting data from parents of Title VI-eligible AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Collecting data from tribes/tribal organizations on Title VI-eligible AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accessing student-level data (e.g., state assessment data, college enrollment information) for Title VI-eligible AI/AN students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Linking multiple student-level databases (e.g., state assessment data, college enrollment information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing data to make decisions about project services and activities (PLEASE EXPLAIN): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (PLEASE SPECIFY): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. **[For factors in Q27 considered "very challenging"]** What made this data collection or data use strategy challenging to implement?

29. What do you believe are successful Title VI strategies for serving AI/AN students' educational and culturally relevant academic needs? Why?

30. 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!