

Appendix B: SRCL Subgrantee Survey

OMB#: XXXX-XXXX

Expiration Date: XX/XX/XXXX

National Evaluation of the Striving Readers Comprehensive Literacy Program Subgrantee Survey Spring 2019



The National Evaluation of the Striving Readers Comprehensive Literacy (SRCL) Program is examining the implementation and outcomes of the SRCL grants awarded in FY 2017. The purpose of this survey is to learn about how SRCL subgrantees use their funds to support literacy instruction and the technical assistance and support they receive from their state educational agency (SEA). The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this evaluation.

The evaluation, including this survey, is being conducted by the American Institutes for Research (AIR) and its partners, Abt Associates and the National Opinion Research Center (NORC).

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid Office of Management and Budget (OMB) number. The valid OMB control number for this information collection is XXXX-XXXX. The time required to complete this information collection is estimated to average 30 minutes per survey, including the time taken to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 76.591). If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write to: U.S. Department of Education, 550 12th Street, SW, Washington, D.C. 20024 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Introduction

This survey includes five sections, which ask about the programs and teachers served by your subgrant; how schools [and early childhood programs] were selected to be part of your subgrant; what reading/English language arts resources and activities you are funding through your subgrant, including follow-up questions about the curricula, assessments, professional development, etc. you are providing (if applicable); the technical assistance you have received from the state; and your continuous improvement and monitoring process.

We expect that each district's SRCL project director or manager may be able to complete the survey by herself or himself. However, it may be necessary to consult additional staff given the scope of topics.

[Add any instructions on navigating the web platform and due date]

If you have questions about the survey or the National Evaluation of the Striving Readers Comprehensive Literacy Program, please contact **NAME** at **EMAIL** or **PHONE**.

A. Programs and Teachers Served by Subgrant

Please tell us about the schools *[and early childhood programs, if applicable]* you selected to serve with your SRCL subgrant.

1. In the schools you selected as SRCL schools, are all teachers who are responsible for **reading, ELA, or writing instruction** part of the SRCL program?
 - Yes
 - No
2. Are teachers who are responsible only for **other content areas** (e.g., social studies, science) part of the SRCL program?
 - Yes
 - No
3. Are staff who are responsible for providing **extra instruction or support services** to struggling readers, English learners, or students with disabilities part of the SRCL program?
 - Yes
 - No
4. Is your SRCL program providing services to children in the 0–3 age range or to their parents, guardians, or caretakers?
 - Yes GO TO 4a
 - No GO TO 5
 - a. How is your SRCL program providing services to children in the 0–3 age range? *Check all that apply.*
 - Working with childcare centers or family childcare providers serving children 0–3 years
 - Working with a home visiting program
 - Providing parenting education or engagement activities
 - Other: Please specify _____
5. Are there other organizations or agencies beyond schools and early childhood programs that are part of your SRCL program (for example, an afterschool program or public library)?
 - Yes GO TO 5a
 - No GO TO 6
 - a. What other types of organizations or agencies are part of your SRCL program? *Check all that apply.*
 - Libraries

- Community centers or youth organizations (e.g., Boys and Girls clubs, YMCA)
- Other: Please specify _____

B. Review Process for Schools and Programs

6. Are all schools in your district part of the SRCL program?

- Yes SKIP TO Q10
- No

7. *If Q6 = No:* How were schools in your district selected for SRCL funding? *Check one only.*

- Identified through competitive application
- Identified by district based on criteria from state without competitive application
- Identified based on district-chosen criteria without competitive application

8. Which of the following factors were considered in selecting schools to be part of SRCL? *Check all that apply.*

Factor	Factor considered in selecting SRCL schools? <i>Check all that apply.</i>	<i>If column 2=Checked: How was this factor used? Check one per row.</i>	
Percentage of struggling readers	•	<ul style="list-style-type: none"> • Set a threshold or cutpoint for percentage of children scoring below benchmark/below grade that was required • Ranked schools from lowest to highest on percentage of children scoring below benchmark/grade and took schools from the bottom of the list • Other: Please specify _____ 	→ What was that threshold or cutpoint (e.g., 50% of children below grade)? _____
School's rating on the state accountability system	•	<ul style="list-style-type: none"> • Set a threshold or cutpoint for school's rating that was required • Ranked schools from lowest to highest on school rating and took schools from the bottom of the list • Other: Please specify _____ 	→ What was that threshold or cutpoint (e.g., school rating of C or below)? _____

<p>Percentage of disadvantaged students (e.g., low-income, English learners, students with disabilities)</p>	<ul style="list-style-type: none"> • 	<p>_____</p> <ul style="list-style-type: none"> • Set a threshold or cutpoint for percentage of disadvantaged students that was required • Ranked schools from lowest to highest on percentage of disadvantaged students and took schools from the bottom of the list • Other: Please specify _____ <p>→ What was that threshold or cutpoint (e.g., 50% of students from low-income families)? _____</p>
<p>Grade levels served</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized or required schools serving certain grade levels • Other: Please specify _____ <p>→ Which grade levels were prioritized or required? <i>Check all that apply.</i></p> <ul style="list-style-type: none"> • K • 1 • 2 • ... (improve formatting for programming) • 12
<p>Existing reading or ELA curriculum or initiatives</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized schools with high-quality, comprehensive, or well-aligned existing curricula or initiatives • Prioritized schools with lower-quality, not comprehensive, or less well-aligned curricula or initiatives • Other: Please specify _____
<p>School leadership's interest in participating</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized schools with school leaders interested in participating • Other: Please specify _____
<p>School's capacity to take on a new initiative</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized schools with more capacity to take on a new initiative • Other: Please specify _____
<p>School size</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized larger schools • Prioritized smaller schools • Other: Please specify _____
<p>School feeder pattern</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized schools within a feeder pattern • Other: Please specify _____
<p>Other factor 1: Please specify _____</p>		
<p>Other factor 2: Please specify _____</p>		

9. If SRCL program includes prekindergarten or early childhood education programs: Which of the following factors were taken into consideration in selecting **prekindergarten or early childhood education programs** for SRCL funding? Check all that apply.

Factor	Factor considered in selecting SRCL prekindergarten or early childhood programs? Check all that apply.	If column 2=Checked: How was this factor used? Check one per row.
Program(s) located in one of the SRCL schools	<ul style="list-style-type: none"> • 	
Percentage of students ready for kindergarten at end of preschool	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized programs with a lower percentage of kindergarten-ready students • Prioritized programs with a higher percentage of kindergarten-ready students • Other: Please specify _____
Percentage of disadvantaged students (e.g., low-income, English learners, children with disabilities or delays)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Set a threshold or cutpoint for percentage of disadvantaged students that was required → What was that threshold or cutpoint (e.g., 50% of students from low-income families)? _____ • Ranked programs from lowest to highest on percentage of disadvantaged students and took programs from the bottom of the list • Other: Please specify _____
Existing reading or ELA curriculum or initiatives	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized programs with high-quality, comprehensive, or well-aligned existing curricula or initiatives • Prioritized programs with lower-quality, less well-aligned, or that lacked existing curricula or initiatives • Other: Please specify _____
Program leadership's interest in participating	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized programs with leaders interested in participating • Other: Please specify _____
Program size	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized larger programs • Prioritized smaller programs • Other: Please specify _____
Program feeder pattern	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Prioritized programs within a school feeder pattern • Other: Please specify _____
Other factor 1: Please specify _____		
Other factor 2: Please specify _____		

C. Local Needs Assessment

When was your most recent local needs assessment conducted?

_____ [year]

- Don't know
- We have not conducted a local needs assessment.

If Q does not equal "We have not conducted a local needs assessment": Based on this assessment, which of the following were identified as district needs related to reading/ELA? Which ages/grades were identified as having each need?

	Check if the following was identified as a need. <i>Check all that apply.</i>	<i>If Col 2 = Checked: Was this identified as need for all grades (preK-12) in the district? Check one per row.</i>	<i>If Col 3 = No: For which ages/grades was this identified as a need? Check all that apply.</i>
Curriculum or supplemental programs for general education students (please include core reading programs; writing programs; programs focused on phonics, vocabulary, comprehension, etc.)	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Curriculum or supplemental programs for students needing extra support , including ELs and students with disabilities (please include those used by classroom teachers and those used by reading specialists or interventionists)	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Books for students other than those related to a specific curriculum (e.g., trade books, novels, nonfiction materials)	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Technology (e.g., e-readers, iPads, educational software or computer programs)	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i>

	Check if the following was identified as a need. <i>Check all that apply.</i>	<i>If Col 2 = Checked: Was this identified as need for all grades (preK-12) in the district? Check one per row.</i>	<i>If Col 3= No: For which ages/grades was this identified as a need? Check all that apply.</i>
			<ul style="list-style-type: none"> • 12
Assessments (e.g., for progress monitoring, screening, benchmark assessments)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • 12 • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Instructional coaches (new staff, or additional hours for existing staff)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Reading specialists (new staff, or additional hours for existing staff)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Paraprofessionals or tutors (new staff, or additional hours for existing staff)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Professional development for teachers or administrators (e.g., classes, webinars, institutes, seminars) including direct costs for staff to attend	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... <i>(improve formatting for programming)</i> • 12
Professional learning communities (PLCs) within or across schools	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1

	Check if the following was identified as a need. <i>Check all that apply.</i>	<i>If Col 2 = Checked: Was this identified as need for all grades (preK-12) in the district? Check one per row.</i>	<i>If Col 3= No: For which ages/grades was this identified as a need? Check all that apply.</i>
			<ul style="list-style-type: none"> • 2 • ... (improve formatting for programming) • 12
Common instructional planning time for reading/ELA	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... (improve formatting for programming) • 12
Parent or community engagement activities	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... (improve formatting for programming) • 12
Out-of-school-time activities (summer programs, before- or after-school programs)	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... (improve formatting for programming) • 12
Other activities or resources not listed above: Please specify _____	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... (improve formatting for programming) • 12
Other activities or resources not listed above: Please specify _____	•	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Early childhood • K • 1 • 2 • ... (improve formatting for programming) • 12

D. Subgrant Activities

Now we would like to learn more about how your district decided what to do with its SRCL subgrant and what activities or resources you are funding through SRCL. Later, we will ask you to upload your subgrant application so we can get a more detailed sense of what funds you initially expected to spend on various activities.

10. To what extent were the following individuals or groups consulted in deciding what activities and materials to fund with your SRCL grant?

	Not at all	A little	Some	A lot
Superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District reading director or department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-12 teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-12 principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood program administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which of the following activities or resources involving reading/ELA is your district using its SRCL grant to fund in whole or part?

Reading/ELA-related activities or resources	Provided for SRCL schools/early learning programs through SRCL grant? <i>Check all that apply.</i>	Which three activities or resources were your largest expenses for the grant? <i>Check three.</i>	<i>Programming instructions: If respondent selects item, show the following section</i>
Curriculum or supplemental programs for general education students (please include core reading programs; writing programs; programs focused on phonics, vocabulary, comprehension, etc.)	•	•	Section 1
Curriculum or supplemental programs for students needing extra support , including ELs and students with disabilities (please include those used by classroom teachers and those used by reading specialists or interventionists)	•	•	Section 2
Books for students other than those related to a specific curriculum (e.g., trade books, novels, nonfiction materials)	•	•	Section 3
Technology (e.g., e-readers, iPads, educational software or computer programs)	•	•	Section 4
Assessments (e.g., for progress monitoring, screening, benchmark assessments)	•	•	Section 5
SRCL project director or administration	•	•	
Instructional coaches (new staff, or additional hours for existing staff)	•	•	Section 6
Reading specialists (new staff, or additional hours for existing staff)	•	•	Section 7
Paraprofessionals or tutors (new staff, or additional hours for existing staff)	•	•	
Professional development for teachers or administrators (e.g., classes, webinars, institutes, seminars) including direct costs for staff to attend	•	•	Section 8
Professional learning communities (PLCs) within or across schools	•	•	
Common instructional planning time for reading/ELA	•	•	
Parent or community engagement activities	•	•	
Out-of-school-time activities (summer programs, before- or after-school programs)	•	•	
Other activities or resources not listed above: Please specify _____	•	•	

Reading/ELA-related activities or resources	Provided for SRCL schools/early learning programs through SRCL grant? <i>Check all that apply.</i>	Which three activities or resources were your largest expenses for the grant? <i>Check three.</i>	<i>Programming instructions: If respondent selects item, show the following section</i>
Other activities or resources not listed above: Please specify _____	•	•	

Section 1: SRCL Reading/ELA Interventions and Practices: Curricula and Supplemental Programs for General Education Students

If “Curriculum or supplemental programs for general education students” selected in Q11: You indicated above that your district is using part of its SRCL grant to fund curricula or supplemental programs for **general education students**. This may include core reading programs, writing programs, programs focused on phonics, vocabulary, comprehension, etc.

12. What curricula or supplemental programs for early childhood or general education K-12 students is your SRCL grant funding? Please include all core reading programs, writing programs, programs focused on phonics, vocabulary, comprehension, etc.

Name of curriculum or supplemental program ^a	With which ages/grades is this curriculum or supplemental program being used as part of SRCL? <i>Check all that apply.</i>	What were the key factors you considered in deciding to fund this curriculum or supplemental program? <i>Check all that apply.</i>	<i>If more than one factor selected in Col 3: Which factor was the most important in your decision? Check one only.</i>	<i>If “Evidence of effectiveness for improving teacher practice” or “Evidence of effectiveness for improving student achievement” selected in Col 3: What resources did you use to assess the level of evidence for this curriculum or program? Check all that apply.</i>
Name #1	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... (improve formatting for programming) • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/ early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs assessment • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know

Name #...	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs assessment • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know
Name #n	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs assessment • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know

^a Names of reading, writing, phonics, etc. curricula and supplemental programs could be pulled from subgrantees' applications, the What Works Clearinghouse (WWC), major publishers' websites, etc. Respondents should be able to start typing in a curriculum and have it appear as they type (like a search engine).

Section 2: SRCL Reading/ELA Interventions and Practices: Curricula and Supplemental Programs for Students Needing Extra Support

If “Curriculum or supplemental programs for students needing extra support” selected in Q11: You indicated above that your district is using part of its SRCL grant to fund curricula or supplemental programs for **students needing extra support**. This may include curricula or programs used by classroom teachers or those used by reading specialists or interventionists. It also may include reading programs, writing programs, programs focused on phonics, vocabulary, comprehension, etc.

13. What curricula or supplemental programs for **students needing extra support** is your SRCL grant funding? Please include curricula or programs used by classroom teachers and those used by reading specialists or interventionists

Name of curriculum or supplemental program ^a	With which ages/grades is this curriculum or supplemental program being used as part of SRCL? <i>Check all that apply.</i>	What were the key factors you considered in deciding to fund this curriculum or supplemental program? <i>Check all that apply.</i>	<i>If more than one factor selected in Col 3: Which factor was the most important in your decision? Check one only.</i>	<i>If “Evidence of effectiveness for improving teacher practice” or “Evidence of effectiveness for improving student achievement” selected in Col 3: What resources did you use to assess the level of evidence for this curriculum or program? Check all that apply.</i>
Name #1	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... <i>(improve formatting for programming)</i> • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs assessment • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know
Name #...	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know

		<p>assessment</p> <ul style="list-style-type: none"> • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 		
Name #n	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... • 12 	<ul style="list-style-type: none"> • Cost • Already being used in some [schools/early childhood programs] in your district • Recommendation from head of district reading department • Teacher or principal support for this curriculum or program • Information from local needs assessment • Information from local literacy plan • Evidence of effectiveness for improving teacher practice • Evidence of effectiveness for improving student achievement • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 3] 	<ul style="list-style-type: none"> • What Works Clearinghouse (WWC) • State-provided clearinghouse, compendium, or list of evidence-based curricula/practices • Other clearinghouses or compendiums (e.g., Evidence for ESSA) • Journal search • Other: Please specify _____ • Don't know

^a Names of reading, writing, phonics, etc. curricula and supplemental programs could be pulled from subgrantees' applications, the What Works Clearinghouse (WWC), major publishers' websites, etc. Respondents should be able to start typing in a curriculum and have it appear as they type (like a search engine).

Section 3: Books

If "Books for students other than those related to a specific curriculum" selected in Q11: You indicated that your district is using part of its SRCL grant to provide books for students (other than those related to a specific curriculum).

14. What types of books did you purchase? *Check all that apply.*

- Leveled readers
- Trade books
- Fiction
- Biography or autobiography
- Other: Please specify _____

15. With what ages/grades of children are these books intended to be used? *Check all that apply.*

- Early childhood
- K
- 1
- ... *(improve formatting when programming)*
- 12

Section 4: Technology

If "Technology" selected in Q11: You indicated above that your district is using part of its SRCL grant to provide technology.

16. What types of technology resources are you providing through your SRCL grant? *Check all that apply.*

- E-readers, iPads, or other physical technology tools
- Educational software or computer programs
- Other: Please specify _____

17. With what ages/grades of children are these technology resources intended to be used? *Check all that apply.*

- Early childhood
- K
- 1
- ... *(improve formatting when programming)*
- 12

Section 5: Assessments

If “Assessments” selected in Q11: You indicated above that your district is using part of its SRCL grant to provide assessments or an assessment system.

18. For each assessment that your SRCL grant is providing to SRCL schools or early learning programs, please list the name of the assessment or assessment system, the grades with which it is being used, its primary purposes, and the key factors you considered in deciding to fund this assessment.

Name of assessment or assessment system	With which ages/grades is this assessment being used? <i>Check all that apply.</i>	What is the primary use of this assessment? <i>Check all that apply.</i>	What were the key factors you considered in deciding to fund this assessment or assessment system? <i>Check all that apply.</i>	<i>If more than one factor selected in Col 4: Which factor was the most important in your decision? Check one only.</i>
Name #1	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... (improve formatting when programming) • 12 	<ul style="list-style-type: none"> • To help classroom teachers monitor student progress • To screen children for additional support services • To help classroom teachers individualize instruction • To help schools plan their reading/ELA instruction • To help districts plan their overall approach to reading/ELA instruction • To assess students' progress for summative purposes • Other: Please specify _____ 	<ul style="list-style-type: none"> • Cost • Already being used in some [early childhood programs/schools] in your district • Recommendation from head of district reading department • Teacher or principal support • Information from local needs assessment • Information from local literacy plan • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 4]
Name #...	<ul style="list-style-type: none"> • Early childhood • K • 1 • ... • 12 	<ul style="list-style-type: none"> • To help classroom teachers monitor student progress • To screen children for additional support services • To help classroom teachers individualize instruction • To help schools plan their reading/ELA instruction • To help districts plan their overall approach to reading/ELA instruction • To assess students' progress for summative purposes • Other: Please specify _____ 	<ul style="list-style-type: none"> • Cost • Already being used in some [early childhood programs/schools] in your district • Recommendation from head of district reading department • Teacher or principal support • Information from local needs assessment • Information from local literacy plan • Other: Please specify _____ 	<ul style="list-style-type: none"> • [Program to only show factors selected in Col 4]
Name #n	<ul style="list-style-type: none"> • Early childhood 	<ul style="list-style-type: none"> • To help classroom teachers monitor student progress 	<ul style="list-style-type: none"> • Cost • Already being used in some 	<ul style="list-style-type: none"> • [Program to only show

	<ul style="list-style-type: none"> • K • 1 • • 12 	<ul style="list-style-type: none"> • To screen children for additional support services • To help classroom teachers individualize instruction • To help schools plan their reading/ELA instruction • To help districts plan their overall approach to reading/ELA instruction • To assess students' progress for summative purposes • Other: Please specify 	<p>[early childhood programs/schools] in your district</p> <ul style="list-style-type: none"> • Recommendation from head of district reading department • Teacher or principal support • Information from local needs assessment • Information from local literacy plan • Other: Please specify <hr/>	<p><i>factors selected in Col 4]</i></p>
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Section 6: Instructional Coach(es)

If “Instructional coach(es)” selected in Q11: You indicated above that one of the reading/ELA-related activities your district is supporting with its SRCL grant is an instructional coach or coaches.

19. How many total FTEs (full-time equivalents) of coaches are funded through SRCL?

_____ FTEs

20. For what teachers is coaching being provided through SRCL? *Check all that apply.*

- Early childhood
- K
- 1
- ... (improve formatting for programming)
- 12

21. What were the key factors you considered in deciding to use part of your SRCL grant to fund instructional coaches? *Check all that apply*

- Recommendation from head of district reading department
- Teacher or principal interest
- Information from local needs assessment
- Information from local literacy plan
- Evidence of effectiveness for improving teacher practice
- Evidence of effectiveness for improving student achievement
- Other: Please specify _____

a. *If more than one factor selected in Q21: Which factor was the most important in your decision? Check one only.*

- Program to only show factors selected in Q21

b. *If “Evidence of effectiveness for improving teacher practice” or “Evidence of effectiveness for improving student achievement” selected in Q21: What resources did you use to assess the level of evidence for instructional coaching? Check all that apply.*

- What Works Clearinghouse (WWC)
- State-provided clearinghouse, compendium, or list of evidence-based curricula/practices
- Other clearinghouses or compendiums (e.g., Evidence for ESSA)
- Journal search
- Other: Please specify _____
- Don't know

Section 7: Reading Specialist(s)

If “Reading specialist(s)” selected in Q11: You indicated above that one of the things your district is supporting with its SRCL grant is a reading specialist or specialists. When answering the following questions, please think about reading specialists employed by your district as well as external consultants. Please also think about specialists based at the district as well as those based at individual schools, if applicable. *Do NOT include reading coaches in your answers in this section.*

22. How many FTEs (full-time equivalents) of reading specialists are funded through SRCL?

_____ FTEs

23. What are the primary responsibilities of this reading specialist(s)? *Please rank the top 3.*

____ Selecting or planning curricula

- _____ Providing professional development to teachers or other school staff
- _____ Delivering instruction or interventions directly to students, but not as a classroom teacher
- _____ Screening or assessing students for reading needs
- _____ Managing screening, assessment, or monitoring process
- _____ Other: Please specify _____

24. With what grade levels of teachers or students does this reading specialist(s) work as part of the SRCL program? *Check all that apply.*

- Early childhood
- K
- 1
- ... (*improve formatting for programming*)
- 12

25. What were the key factors you considered in deciding to use part of your SRCL grant to fund a reading specialist or specialists? *Check all that apply.*

- Recommendation by head of district reading department
- Teacher or principal interest or requests
- Information from local needs assessment
- Information from local literacy plan
- Other: Please specify _____

a. *If more than one factor selected in Q25: Which factor was the most important in your decision? Check one only.*

- Program to only show factors selected in Q25

Section 8: Professional Development

If “Professional development for teachers or administrators (e.g., classes, webinars, institutes, seminars)” selected in Q11: You indicated above that one of the things your district is supporting through its SRCL grant is professional development.

First, please think about the professional development (PD) your SRCL grant is supporting for **teachers [and/or early childhood educators]** in the 2018–19 school year.

26. What costs of professional development for teachers [and/or early childhood educators] is your district using its SRCL grant to support? *Check all that apply.*
- Trainers, speakers, or consultants for PD
 - Stipends for teachers to attend PD
 - Costs of substitute teachers
 - Registration costs
 - Travel costs
 - Materials or equipment (e.g., audiovisual equipment) needed to hold PD
 - Cost of location where PD is held (e.g., conference center)
 - Other: Please specify _____
27. For what teachers is this SRCL-funded PD being provided? *Check all that apply.*
- Early childhood
 - K
 - 1
 - ... (improve formatting for programming)
 - 12
28. Which of the following types of PD activities is your SRCL grant providing to teachers? *Check all that apply.*
- Summer institute(s)
 - In-person workshops, seminars, or classes during the school year
 - Online courses or seminars during the school year
 - Other: Please specify _____
29. Which of the following topics has the SRCL-funded PD provided to teachers [and/or early childhood educators] addressed? *Check all that apply.*
- Implementing core reading, ELA, or writing curricula
 - Implementing reading, ELA, or writing curricula for students needing extra support
 - Evidence-based strategies for instruction on decoding (phonological awareness and phonics)
 - Evidence-based strategies for instruction on oral reading fluency
 - Evidence-based strategies for instruction on vocabulary
 - Evidence-based strategies for instruction on reading comprehension
 - Evidence-based strategies for instruction on writing
 - Evidence-based strategies for instruction on listening and speaking (oral language)
 - Evidence-based strategies for instruction on English language mechanics (grammar, punctuation, capitalization)
 - Evidence-based strategies for instruction on spelling
 - Integrating reading and writing into content instruction
 - Use of technology and technology applications to improve teaching and learning in the curricula and academic subjects
 - Selecting and teaching literary texts
 - Selecting and teaching informational texts
 - Motivating readers
 - Alignment of reading/ELA instruction with state academic standards

- Alignment of reading/ELA instruction with schoolwide and districtwide educational improvement plans
- Differentiation and grouping methods based on analysis of student work
- Using screening and progress monitoring assessments to track student growth and diagnose reading problems
- Use of data and assessments to inform classroom practice
- How to provide appropriate instruction and support services to struggling readers
- How to provide appropriate instruction and support services to English learners
- How to provide appropriate instruction and support services to children with disabilities or developmental delays, including positive behavioral interventions and supports, multi-tiered system of supports, or use of accommodations
- Classroom management skills
- Ways to work effectively with parents and families
- Ways to improve the transition to elementary school, including issues related to school readiness
- Other: Please specify _____

30. Is your SRCL grant supporting PD for **school administrators**?

- Yes
- No

31. *If Q30=Yes: What topics are covered in the PD for school administrators? Check all that apply.*

- How to identify and implement literacy curricula, instructional strategies, or models that have been shown to be effective in increasing students' achievement
- How to develop and implement curriculum guides, frameworks, pacing sequences, and/or model literacy lessons aligned with state standards
- Content of reading instruction (decoding, vocabulary, fluency, comprehension, writing, oral language, use of literary text, use of informational text, grammar and punctuation, handwriting)
- How to observe and provide feedback to teachers on their literacy instruction
- How to support students who are struggling readers
- How to use reading research to guide content of instruction
- How to diagnose reading problems
- Strategies for teaching reading to English learners
- Strategies for teaching reading to students with disabilities or developmental delays
- How to integrate reading and writing instruction
- Other: Please specify _____

E. Technical Assistance Received From the State

This section asks about the technical assistance you may have received or had access to from the [populate name of SEA] as part of the SRCL grant program. This technical assistance might have included webinars, in-person trainings, or tools and resources, either during the application process to help you prepare your subgrant application or post-award to help you implement or evaluate your SRCL program.

32. During the application period, was your district offered technical assistance by the state on any of the following topics? If so, did your district participate?

Technical assistance topic	Was this topic offered?	If column 2=Yes: Did your district participate?	If column 3=Yes: How useful was the technical assistance you received on this topic?
Developing your local literacy plan	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Conducting a local needs assessment	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Understanding the state literacy plan	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Identifying and selecting reading/ELA interventions or practices that are supported by moderate or strong evidence	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Identifying and selecting reading/ELA interventions or practices that are aligned with your local needs and the state literacy plan	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful

33. *If district participated in TA on “Identifying and selecting reading/ELA interventions/practices that are supported by moderate or strong evidence” according to Q32: What kinds of information did the state provide on identifying reading/ELA interventions/practices that are supported by moderate or strong evidence? Check all that apply.*

- A list of or link to reading/ELA interventions or practices reviewed by the What Works Clearinghouse (WWC)
- A list of or link to other sources of evidence-based interventions/practices, such as a state-provided clearinghouse or compendium, Evidence for ESSA, etc.
- Guidance on how “moderate” and “strong” evidence are defined
- Help in conducting evidence reviews of interventions or practices not yet reviewed by the WWC
- Other: Please describe _____

34. Since you received SRCL funding, has your district been offered any SRCL-related technical assistance from the state?

- Yes
- No

35. If Q34=Yes: What was the topic or focus of this technical assistance? For each topic, please indicate whether your district participated in the technical assistance on this topic. If you did participate, please indicate how useful the technical assistance was.

Technical assistance topic	Was this topic offered?	If column 2=Yes: Did your district participate?	If column 3=Yes: How useful was the technical assistance you received on this topic?
Using data to inform instruction	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Differentiating instruction for students with different learning needs (e.g., English learners or students with disabilities)	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Identifying and selecting reading/ELA interventions or practices that are supported by moderate or strong evidence	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Identifying and selecting reading/ELA interventions or practices that are aligned with your local needs and the state literacy plan	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Implementing selected reading/ELA interventions or practices with fidelity	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Evaluating fidelity of implementation of reading/ELA interventions or practices	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Alignment of reading/ELA instruction from birth through grade 5	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Alignment to state learning standards in reading/ELA	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful
Other: Please specify _____		<ul style="list-style-type: none"> • Yes • No 	<ul style="list-style-type: none"> • Not at all useful • Somewhat useful • Very useful

F. Continuous Improvement and Monitoring Process

This section asks about your district's process for collecting data and tracking reading outcomes for students in SRCL schools [and early learning programs].

36. What data is your district providing to the state on the reading performance of students in SRCL schools [and early learning programs]? *Check all that apply.*

- Standardized test scores
- Formative assessment data
- Curriculum unit test scores
- Other: Please specify _____
- None of the above

37. What data is your district providing to the state on the implementation of your SRCL activities? *Check all that apply.*

- Assessments of fidelity of implementation of core or supplemental reading/ELA curricula
- Assessments of quality/effectiveness of PD on reading/ELA instructional practice
- Teacher participation in reading/ELA-related PD or coaching
- Other: Please specify _____
- None of the above

38. Is your district using data to make changes to or improve its SRCL program?

- Yes
- No

39. *If Q39=Yes:* What data is your district using to make changes to or improve its SRCL program?

- Student scores on standardized reading tests
- Student scores on formative reading assessments
- Student scores on reading curriculum unit tests
- Assessments of fidelity of implementation of core or supplemental reading/ELA curricula
- Assessments of quality/effectiveness of PD on reading/ELA instructional practice
- Teacher participation in reading/ELA-related PD or coaching
- Other: Please specify _____
- None of the above

G.Wrap-Up

40. Has your continuous improvement or monitoring process identified challenges to fully implementing your SRCL grant as planned?

- Yes GO TO Q42
- No GO TO Q41

41. *If Q40=No:* Have you identified challenges in other ways, outside of your continuous improvement or monitoring process (e.g., through teacher, coach, or principal reports)?

- Yes GO TO Q42
- No GO TO Q43

42. *If Q40=Yes or Q41=Yes:* What are the main challenges that you have identified in implementing your SRCL grant as planned?

Challenge	Check all challenges you have identified	Please provide a short description of your plan for remedying this challenge, if a plan has been identified.
Accessing sufficient information about SRCL program guidelines and requirements	•	_____
Selecting interventions/practices that meet SRCL evidence requirements	•	_____
Providing required data to state for SRCL program	•	_____
Hiring sufficient new staff (e.g., coaches, specialists) to support SRCL activities	•	_____
Gaining buy-in from teachers and principals for SRCL activities	•	_____
Implementing all activities on schedule	•	_____
Other: Please specify _____	•	_____

43. Is there anything this survey did not ask but you think should have been asked, or that you think the [SEA], SRCL program office, or U.S. Department of Education should know about your district's experience with the SRCL program?

Please upload your subgrant application, local literacy plan, and local needs assessment. We will use this information to get a more detailed sense of what SRCL funds you initially expected to spend on various activities and how these activities align with your local needs and plan.

Thank you very much for your response!