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ABSTRACT

The Study of Education Resources and Federal Funding (SERFF) examined the allocation and use of funds provided to school districts and schools through the Goals 2000 and five of the largest Elementary and Secondary Education Act programs for fiscal year 1997, corresponding to the 1997-1998 school year. The six federal programs included in this study are: (1) Title I, Part A, grants to local education agencies to help disadvantaged children meet high standards; (2) Title II, the Eisenhower Challenge Fund; (3) Title III, the Technology Literacy Challenge Fund; (4) Title IV, state and local agency programs for safe and drug-free schools; (5) Title VI, innovative education program strategies; and (6) Goals 2000, state and local systemic improvement. This document contains two technical appendixes for the final report on the SERFF. The first, "Data Tabulations," contains 126 detailed tables of data about the schools and school districts studied. The second appendix, "Data Collection Instruments," contains the questionnaires used in the study and requests for documents and materials that were sent to local and state administrators. (SLD)

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Study of Education Resources and Federal Funding:

TECHNICAL APPENDIX

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**STUDY OF EDUCATION RESOURCES
AND FEDERAL FUNDING:
FINAL REPORT**

TECHNICAL APPENDIX

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District Director of Federal Programs

District Director of Fiscal Services

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Overview

Table A1.1
Percentage of Federal and Total Elementary-Secondary Revenues
Provided Through the Six Programs in This Study, 1997-98

	Funding (\$ in millions)	Percent of Total Federal Revenues	Percent of Total Revenues
Title I, Part A — Grants to LEAs	\$7,295	33.5%	2.2%
Title II — Elementary and Secondary Programs	\$260	1.2%	0.1%
Title III — Technology Literacy Challenge Fund	\$200	0.9%	0.1%
Title IV — State and Local Agency Programs	\$425	1.9%	0.1%
Title VI — State and Local Programs	\$310	1.4%	0.1%
Goals 2000 — State and Local Systemic Improvement	\$476	2.2%	0.1%
Total of six programs	\$8,966	41.1%	2.7%
Total federal revenues for elementary-secondary education	\$21,807		6.6%
Total revenues for elementary-secondary education (all sources)	\$328,407		

Source: U.S. Department of Education

Table A1.2
Percent of Districts Receiving Funds & Average District Allocation

Program	FY97 Funding (\$ in millions)	Number of School Districts Receiving Funds*	Percent of Districts Receiving Funds	Average District Allocation
Title I	\$7,295	12,903	92%	\$520,827
Title II	\$310	13,292	94%	\$18,093
Title III	\$200	2,597	18%	\$95,701
Title IV*	\$531	12,806	91%	\$26,217
Title VI	\$310	14,014	99.5%	\$19,173
Goals 2000	\$476	6,663	47%	\$87,087

Source: SERFF suballocation data from all states

*Does not include Title IV data from Pennsylvania

Table A1.3
District Response Rates, by Questionnaire Part

Questionnaire Part	Number of Districts Responding	Response Rate
Part A - General information	141	78%
Part B - Professional development and Title II	141	78%
Part C - Technology	121	67%
Part D - Title I	146	81%
Part E - Title IV	139	77%
Part F - Title VI	141	78%
Part G - Goals 2000	141	78%
Part H - State Compensatory Education	124	69%

Table A1.4
Number of Responding Districts Receiving Funds

Program	Number of Districts Responding Receiving Funds	Number of Districts Receiving Funds and Providing Budget Information
Title I	144	117
Title II	139	101
Title III	35	12
Title IV	136	93
Title VI	140	110
Goals 2000	99	53
State Compensatory Education	53	21
Technology	121	36

Table A1.5
Characteristics of Responding Schools

	Number of Responding Schools	Number in Sample	Response Rate
All schools	510	711	72%
Non-Title I schools	222		
Title I	288		
Schoolwide programs	145		
Targeted assistance schools	124		
Title I schools providing budget/expenditure data	178		
Highest-poverty schools (Poverty \geq 75%)	108		
Low-poverty schools (Poverty < 35%)	220		
Elementary schools	401		
Secondary schools	109		

Table A1.6
Response Rates for Teacher and Aide Surveys

	Number of Responding Teachers	Number Selected in All Sample Schools	Response Rate	Number of Questionnaires Sent to Participating Schools	Response Rate for Teachers who Received Questionnaire
Classroom teachers * Departmentalized * Non-departmentalized	1015 319 677	1620	65%	1098	92%
Title I teachers	337	**	**	378	89%
Special education teachers	552	886	62%	588	94%
Title I aides	338	**	**	360	94%

** Unknown because school Title I status was unknown before data collection.

Targeting

Table A2.1
Distribution of Federal, State, and Local Revenues Among School Districts, by District Poverty Quartile

	Highest Poverty Quartile (Over 24.7%)	Second Highest Poverty Quartile (14.7% - 24.7%)	Second Lowest Poverty Quartile (7.7% - 14.7%)	Lowest Poverty Quartile (Less than 7.7%)
School-Age Children (ages 5-17) (1990)¹				
All children	25%	25%	25%	25%
Poor children	49%	28%	16%	7%
Total Funding (1994-95 school year)²				
Federal revenues	43%	28%	19%	11%
State revenues	27%	26%	25%	22%
Local revenues	18%	20%	24%	39%
State & local revenues	23%	23%	24%	30%
Funding for Federal Programs in SERFF Study (FY 1997)³				
Title I	50%	27%	15%	8%
Title II	35%	27%	22%	17%
Title III	36%	33%	19%	11%
Title IV	33%	24%	23%	21%
Title VI	34%	26%	23%	17%
Goals 2000	33%	30%	22%	15%

Sources:

1. U.S. Department of Commerce, 1990 Census.
2. U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95.
3. SERFF suballocation data from all states.

Table A2.2
Share of District Revenues Provided Through Title I and All Federal Funds, by District Poverty Quartile, 1994-95

	All Districts	Highest Poverty Quartile	Second Highest Poverty Quartile	Second Lowest Poverty Quartile	Lowest Poverty Quartile
Title I	2.4%	4.5%	2.8%	1.5%	0.7%
All Federal Funds	6.3%	11.1%	7.5%	4.8%	2.5%

Source: U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95.

Table A2.3
District Revenues Per Pupil, by Revenue Source and District Poverty Quartile

	All Districts	District Poverty Quartiles			
		Highest Poverty Quartile (Over 24.7%)	Second Highest Poverty Quartile (14.7% - 24.7%)	Second Lowest Poverty Quartile (7.7% - 14.7%)	Lowest Poverty Quartile (Less than 7.7%)
Total Funding (1994-95)					
Total revenues	\$6,217	\$6,245	\$5,743	\$5,900	\$6,958
State & local revenues	\$5,828	\$5,553	\$5,314	\$5,614	\$6,786
Local revenues	\$2,900	\$2,204	\$2,305	\$2,687	\$4,326
State revenues	\$2,928	\$3,349	\$3,009	\$2,927	\$2,460
Federal revenues	\$389	\$692	\$429	\$286	\$172

Sources: U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95.

Table A2.4
Title I Funding Per Student and Per Poor Student, by District Poverty Quartile, 1997-98

	All Districts	District Poverty Quartiles			
		Highest Poverty Quartile (Over 24.7%)	Second Highest Poverty Quartile (14.7% - 24.7%)	Second Lowest Poverty Quartile (7.7% - 14.7%)	Lowest Poverty Quartile (Less than 7.7%)
Funding per student	\$147	\$282	\$160	\$91	\$45
Funding per poor student	\$886	\$875	\$882	\$886	\$996

Source: SERFF suballocation data from all states.

Table A2.5
 Change in District-Level Targeting of Federal Program Funds
 FY 1994, FY 1995, and FY 1997

	Highest Poverty Quartile (Over 24.7%)	Second Highest Poverty Quartile (14.7% - 24.7%)	Second Lowest Poverty Quartile (7.7% - 14.7%)	Lowest Poverty Quartile (Less than 7.7%)
Title I				
FY 1994	49%	27%	16%	8%
FY 1995	49%	27%	16%	8%
FY 1997	50%	27%	15%	8%
Title II				
FY 1994	35%	26%	21%	17%
FY 1995	34%	26%	22%	18%
FY 1997	35%	27%	22%	17%
Title IV				
FY 1994	31%	26%	23%	20%
FY 1995	33%	25%	22%	20%
FY 1997	33%	24%	23%	21%
Title VI				
FY 1994	34%	26%	23%	17%
FY 1995	34%	27%	23%	16%
FY 1997	34%	26%	23%	17%
Goals 2000				
FY 1994	31%	27%	23%	19%
FY 1995	31%	27%	23%	18%
FY 1997	33%	30%	22%	15%

Sources: U.S. Department of Education, GEPA 424 Biennial Data Collection on the Distribution of Federal Education Funds (FY 1994 and FY 1995), and SERFF suballocation data from all states (FY 1997).

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Table A2.6
Change in Title I Targeting to Counties
FY 1995 Through FY 1998

	Highest Poverty Quartile	Second Highest Poverty Quartile	Second Lowest Poverty Quartile	Lowest Poverty Quartile
FY 1995	43%	27%	19%	11%
FY 1996	43%	27%	19%	11%
FY 1998	43%	26%	20%	11%
Poor children ages 5-17 (in 1994)	44%	26%	19%	11%
Children ages 5-17	25%	25%	25%	25%

Source: U.S. Department of Education, Title I allocations to counties.

Table A2.7
Impact of Individual Title I Formulas on Targeting to Districts
by District Poverty Quartile, FY 1999

	Highest Poverty Quartile	Second Highest Poverty Quartile	Second Lowest Poverty Quartile	Lowest Poverty Quartile
Basic Grants	49%	26%	17%	8%
Concentration Grants	59%	32%	8%	1%
Targeted Grants	63%	23%	11%	3%
Incentive Grants	46%	28%	18%	8%
Poor children ages 5-17 (in 1994)	50%	27%	16%	7%
Children ages 5-17	25%	25%	25%	25%

Source: U.S. Department of Education, simulated FY 1999 allocations to school districts without hold harmless provisions.

Table A2.8
Impact of Individual Title I Formulas on Targeting to Counties
by County Poverty Quartile, FY 1998

	Highest Poverty Quartile	Second Highest Poverty Quartile	Second Lowest Poverty Quartile	Lowest Poverty Quartile
Basic Grants	42%	26%	20%	12%
Concentration Grants	46%	28%	19%	6%
Targeted Grants	51%	24%	15%	9%
Incentive Grants	37%	27%	23%	14%
Poor children ages 5-17 (in 1994)	44%	26%	19%	11%
Children ages 5-17	25%	25%	25%	25%

Source: U.S. Department of Education, simulated FY 1998 allocations to counties without hold harmless provisions.

Table A2.9
Distribution of State Compensatory Education Funding by District Poverty Quartile in States Reporting Compensatory Education Revenues, 1994-95 and 1997-98

Revenues per Poor Student	District Poverty Quartiles as Created for Each Participating School Funding per Poor Student			
	Highest Poverty Quartile	Second Highest Poverty Quartile	Second Lowest Poverty Quartile	Lowest Poverty Quartile
1994-95	\$560	\$557	\$673	\$791
1997-98	\$670	\$712	\$758	\$836
Percent Distribution				
1994-95	49%	24%	18%	9%
1997-98	52%	24%	17%	7%

Sources: U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95 (reporting states are AR, AZ, CO, CT, FL, IA, IL, MA, MD, MI, MN, MS, NC, NJ, OH, PA, SC, TX, UT, VA, VT, WA, and WY), and suballocation data from all states for 1997-98 (reporting states are CA, MD, MI, MO, NY, TX, WA, and WY).

Table A2.9a
Financial Contribution of Title I in Comparison to State Compensatory Education Programs, 1994-95

	Total Funding			Funding Per Poor Student	
	State Compensatory Education	SCE as % of State Revenues	SCE as % of Title I Revenues	State Compensatory Education	Title I
Sum of 23 states reporting LEA allocations for state compensatory education	\$2,357,626,133	3%	71%	\$593	\$833
Arkansas	\$8,403,000	1%	12%	\$82	\$706
Arizona	\$10,496,000	1%	10%	\$77	\$748
Colorado	\$1,692,000	0%	3%	\$21	\$719
Connecticut	\$1,277,000	0%	3%	\$25	\$1,012
Florida	\$250,045,000	4%	82%	\$728	\$891
Iowa	\$8,549,000	1%	18%	\$136	\$749
Illinois	\$62,031,000	2%	21%	\$190	\$926
Massachusetts	\$1,621,000	0%	1%	\$15	\$1,009
Maryland	\$87,164,000	4%	102%	\$1,057	\$1,038
Michigan	\$186,970,000	2%	70%	\$650	\$924
Minnesota	\$20,200,000	1%	28%	\$233	\$845
Mississippi	\$100,514,000	9%	84%	\$569	\$679
North Carolina	\$78,958,000	2%	60%	\$488	\$815
New Jersey	\$277,899,000	7%	201%	\$2,096	\$1,041
Ohio	\$185,540,000	5%	68%	\$578	\$848
Pennsylvania	\$24,470,000	0%	9%	\$86	\$949
South Carolina	\$77,378,000	5%	87%	\$593	\$681
Texas	\$840,635,000	10%	146%	\$1,063	\$727
Utah	\$4,324,000	0%	14%	\$88	\$616
Virginia	\$73,819,000	3%	73%	\$574	\$782
Vermont	\$123,000	0%	4%	\$12	\$289
Washington ¹	\$54,520,133	1%	56%	\$498	\$884
Wyoming	\$998,000	0%	8%	\$81	\$1,031

¹Revised from full amount reported for Washington in the F-33 to only reflect the state compensatory education component.

Sources: U.S. Department of Commerce, 1990 Census, and U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95.

Table A2.9b
 Financial Contribution of Title I in Comparison to State Compensatory Education Programs, 1997-98

	Total Funding			Funding Per Poor Student	
	State Compensatory Education	SCE as % of State Revenues	SCE as % of Title I Revenues	State Compensatory Education	Title I
Sum of 8 states reporting LEA allocations for state compensatory education	\$1,947,812,335	NA	74%	\$704	\$947
California	\$344,036,268	NA	48%	\$423	\$886
Maryland	\$105,116,922	NA	110%	\$1,275	\$1,156
Michigan	\$241,244,640	NA	79%	\$850	\$1,080
Missouri	\$10,870,593	NA	9%	\$73	\$805
New York	\$278,198,393	NA	43%	\$529	\$1,220
Texas	\$906,437,005	NA	148%	\$1,146	\$777
Washington	\$60,905,170	NA	58%	\$559	\$961
Wyoming	\$1,003,344	NA	7%	\$81	\$1,243

Sources: U.S. Department of Commerce, 1990 Census, and SERFF suballocation data from all states.

Table A2.10a
Share of State Revenues, State Compensatory Education Funds, and Title I Funds
Allocated to the Highest Poverty Quartile of Districts in Each State, 1994-95

	State Revenues	State Compensatory Education	Title I
Sum of 23 states reporting LEA allocations for state compensatory education	32%	49%	54%
Arkansas	26%	36%	43%
Arizona	28%	81%	54%
Colorado	29%	63%	57%
Connecticut	46%	84%	69%
Florida	32%	37%	42%
Iowa	32%	49%	42%
Illinois	33%	38%	64%
Massachusetts	37%	56%	62%
Maryland	34%	71%	63%
Michigan	28%	60%	60%
Minnesota	29%	97%	54%
Mississippi	31%	33%	49%
North Carolina	28%	32%	43%
New Jersey	47%	69%	68%
Ohio	33%	79%	58%
Pennsylvania	32%	21%	54%
South Carolina	29%	36%	45%
Texas	33%	42%	50%
Utah	43%	58%	63%
Virginia	31%	49%	55%
Vermont	37%	45%	57%
Washington	26%	34%	52%
Wyoming	42%	31%	51%

Sources: U.S. Department of Commerce, 1990 Census, and U.S. Department of Commerce, Survey of Local Government Finances, School Systems (F-33), 1994-95.

Table A2.10b
Share of State Revenues, State Compensatory Education Funds, and Title I Funds
Allocated to the Highest Poverty Quartile of Districts in Each State, 1997-98

	State Revenues	State Compensatory Education	Title I
Sum of 8 states reporting LEA allocations for state compensatory education	NA	52%	55%
California	NA	41%	43%
Maryland	NA	64%	58%
Michigan	NA	62%	59%
Missouri	NA	31%	51%
New York	NA	90%	74%
Texas	NA	41%	47%
Washington	NA	36%	50%
Wyoming	NA	34%	48%

Sources: U.S. Department of Commerce, 1990 Census, and SERFF suballocation data from all states.

Table A2.11
Grant Size for Six Federal Programs

	Median	Mean	Grants of Less than \$5,000			Grants of Less than \$1,000		
			# of Recipients	% of Recipients	% of Funds	# of Recipients	% of Recipients	% of Funds
Title I	\$126,639	\$529,519	41	0.3%	0.0%	21	0.2%	0.0%
Title II	\$4,999	\$17,693	6,308	50.0%	6.1%	1,511	12.0%	0.4%
Title III	\$31,000	\$71,998	188	7.7%	0.3%	20	0.8%	0.0%
Title IV	\$6,564	\$25,463	5,242	42.9%	3.6%	1,354	11.1%	0.2%
Title VI	\$5,164	\$18,648	6,590	49.1%	6.2%	1,214	9.1%	0.3%
Goals 2000	\$26,250	\$64,977	702	12.1%	0.6%	3	0.1%	0.0%

Source: SERFF suballocation data from all states

Table A2.12
Median Grant Size for Six Federal Programs, by Urbanicity

	Large Central City	Mid-Size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural
Title I	\$687,851	\$830,208	\$179,038	\$178,262	\$567,908	\$251,293	\$70,609
Title II	\$25,440	\$28,248	\$8,757	\$8,115	\$22,952	\$8,847	\$2,667
Title III	\$150,000	\$97,199	\$65,000	\$32,901	\$51,245	\$38,000	\$19,300
Title IV	\$45,025	\$36,688	\$14,308	\$11,335	\$28,611	\$9,702	\$3,034
Title VI	\$36,154	\$28,334	\$8,852	\$7,821	\$26,893	\$9,105	\$3,030
Goals 2000	\$61,050	\$90,000	\$54,241	\$40,000	\$62,483	\$42,713	\$21,153

Source: SERFF suballocation data from all states.

Table A2.13
Mean Grant Size for Six Federal Programs, by Urbanicity

	Large Central City	Mid-Size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural
Title I	\$8,989,007	\$1,808,381	\$459,490	\$388,557	\$737,067	\$388,111	\$144,401
Title II	\$213,152	\$55,900	\$19,919	\$16,140	\$24,888	\$13,179	\$5,560
Title III	\$418,271	\$144,472	\$107,836	\$88,818	\$97,205	\$56,642	\$41,924
Title IV	\$344,619	\$78,574	\$31,392	\$22,281	\$36,927	\$16,340	\$6,309
Title VI	\$249,300	\$58,245	\$21,168	\$17,300	\$25,640	\$12,965	\$5,235
Goals 2000	\$308,712	\$155,855	\$103,993	\$72,510	\$77,837	\$63,853	\$49,554

Source: SERFF suballocation data from all states.

Table A2.14
Distribution of Funds for Six Federal Programs, by Urbanicity

	Large Central City	Mid-Size Central City	Urban Fringe of Large City	Urban Fringe of Mid-Size City	Large Town	Small Town	Rural
School-Age Children (ages 5-17) (1990)							
All children	18%	17%	29%	9%	2%	11%	13%
Poor children	29%	20%	15%	7%	2%	14%	14%
Funding for Federal Programs in SERFF Study (FY 1997)							
Title I	31%	20%	16%	6%	2%	12%	13%
Title II	23%	19%	23%	7%	2%	12%	14%
Title III	15%	15%	18%	7%	2%	17%	26%
Title IV	25%	19%	26%	7%	2%	10%	11%
Title VI	25%	19%	23%	8%	2%	11%	13%
Goals 2000	16%	16%	22%	7%	2%	16%	21%

Sources: US Department of Commerce, 1990 Census, and SERFF suballocation data from all states.

Table A2.15
Distribution of Schools Receiving Title I and State Compensatory Education Funds, 1997-98

School Poverty Rate	All Schools	Title I Schools			Schools Receiving State Compensatory Education Funds
		All Title I Schools	Schoolwide Programs	Targeted Assistance	
≥ 75%	16%	35%	57%	7%	31%
50% - <75%	17%	31%	43%	14%	21%
35% - <50%	13%	13%		24%	13%
< 35%	54%	21%		55%	35%

Source: School allocations from SERFF sample districts.

Table A2.16
Percentage of Schools That Receive Title I and State Compensatory Education Funds, 1997-98

	Title I ¹	State Compensatory Education ²
By School Poverty Rate		
≥ 75%	96%	51%
50% - <75%	80%	34%
35% - <50%	49%	28%
< 35%	28%	28%
By Grade Level		
Elementary Schools	63%	34%
Secondary Schools	31%	34%
By Title I Status		
Title I schools		34%
Schoolwide programs		47%
Targeted assistance		37%
Non-Title I schools		23%

Sources:

1. School Questionnaire, item C1.
2. School Questionnaire, item C18.

Table A2.17
Distribution of Students, Poor Students, and Title I Funds Among Schools, 1997-98

	Students	Poor Students	Title I Funds
By School Poverty Rate			
≥ 75%	14%	33%	46%
50 - < 75%	17%	28%	27%
35 - < 50%	13%	14%	9%
< 35%	55%	25%	18%
By Grade Level			
Elementary Schools	56%	67%	85%
Secondary Schools	44%	33%	15%

Source: School allocations from SERFF sample districts.

Table A2.18
Average Title I School Allocation Per Low-Income Student, by School Poverty Level, 1997-98

School Poverty Rate	All Schools	Elementary Schools	Secondary Schools
All schools	\$472	\$495	\$372
≥ 75%	\$475	\$479	\$446
50 - < 75%	\$400	\$431	\$322
35 - < 50%	\$408	\$426	\$302
< 35%	\$771	\$820	\$442

Source: School allocations from SERFF sample districts.

Table A2.19
Average Title I School Allocation per Low-Income Student, Adjusted to Include Districtwide Services
and to Reflect FY 1999 Appropriations Level

School Poverty Rate	All Schools	Elementary Schools	Secondary Schools
All schools	\$563	\$591	\$444
≥ 75%	\$567	\$572	\$532
50 - < 75%	\$477	\$514	\$384
35 - < 50%	\$487	\$508	\$360
< 35%	\$920	\$979	\$528

Source: School allocations from SERFF sample districts, adjusted to reflect increased appropriations from FY97 to FY99 and the addition of funds that are used for districtwide programs and services related to instruction and instructional support.

Table A2.20
Poverty Measures that Districts Use for
Ranking School Attendance Areas for Title I Allocations

	Percent of Title I Districts
Children eligible for free and reduced-price lunches	90%
Children in families receiving assistance under the Aid to Families with Dependent Children (AFDC) program	29%
Children eligible to receive medical assistance under the Medicaid program	9%
Other	4%

Source: District Questionnaire, item D2.

Table A2.21
Methods that Districts Use to Count Low-Income Students in Middle and High Schools
for Title I Allocations

	Percent of Title I Districts
Not applicable--no middle schools or high schools in district	8%
Same method used for elementary schools	92%
Estimate based on the number of low-income children in feeder schools	1%

Source: District Questionnaire, items D3 and D4.

Table A2.22
Methods that Districts Use for Selecting Schools for Title I Funding

	Percent of Title I Districts
Districtwide ranking	40%
Ranking schools within grade span groupings	29%
Districtwide ranking for schools above 75% poverty, grade span rankings for remaining schools	2%
Not applicable — less than 1000 students enrolled in district or only one school per grade span	29%

Source: District Questionnaire, item D5.

Table A2.23
Factors that Influenced District Decisions About How Many Schools to Serve with Title I Funds

	Not Influential	Somewhat Influential	Influential	Extremely Influential
Wanted to serve as many schools as possible	13%	29%	24%	34%
Wanted to concentrate funds on fewer schools	49%	7%	40%	4%
State priorities	20%	18%	28%	34%
District priorities	18%	3%	29%	50%
Data on student performance	22%	17%	35%	26%
Availability of other federal resources	40%	34%	11%	15%
Availability of other state and local resources	51%	29%	17%	3%

Source: District Questionnaire, item D6.

Table A2.24
How Districts Target Funds from Goals, Title VI, Title II, Title IV,
and State Compensatory Education
(% of districts using each method)

Funds Are Targeted To:	Goals	Title VI	Title II	Title IV	State Comp Ed
District-weighted					
All schools or teachers that wish to participate	39%	25%	49%	21%	0%
All schools in the district	36%	43%	26%	74%	15%
Schools with low student achievement	23%	4%	9%	2%	34%
Schools with high concentrations of low-income students	1%	0%	0%	2%	20%
Schools that receive fewer resources from other federal programs or other sources	0%	17%	2%	1%	4%
Schools identified for improvement under Title I	0%	11%	14%	0%	28%
Pupil-weighted					
All schools or teachers that wish to participate	34%	26%	47%	23%	1%
All schools in the district	28%	55%	42%	70%	34%
Schools with low student achievement	26%	6%	4%	2%	25%
Schools with high concentrations of low-income students	7%	2%	0%	3%	23%
Schools that receive fewer resources from other federal programs or other sources	3%	8%	2%	2%	8%
Schools identified for improvement under Title I	2%	4%	4%	0%	9%

Source: District Questionnaire items G10, F10, B17, E11, H10.

**Use of Federal Program Funds for Instruction,
Instructional Support, and Administration**

Table A3.1
Districts' Allocation of Federal Education Funds Between the District and School Levels

	Title I	Title II	Title IV	Title VI	Goals 2000
District-wide programs and services	8%	83%	81%	80%	91%
Allocations for individual public schools	83%	9%	8%	12%	6%
Services for students in private schools	1%	4%	2%	3%	0
Program administration	8%	4%	9%	5%	4%

*Less than 0.5%

Comparability

Table A4.1

Comparability of Non-Title I Resources:
School-Level Personnel Expenditures,
by School Grade Level, Title I Status, and School Poverty Level

	Total	Instruction	Instructional Support	Administration
All Schools				
All schools	\$3,637	\$2,863	\$318	\$456
Title I schools	\$3,664	\$2,895	\$349	\$419
Non-Title I schools	\$3,620	\$2,842	\$299	\$479
Highest-poverty schools (Poverty \geq 75%)	\$3,520	\$2,856	\$266	\$398
Low-poverty schools (Poverty $<$ 35%)	\$3,671	\$2,884	\$308	\$479
Highest-poverty Title I schools (Poverty \geq 75%)	\$3,512	\$2,848	\$265	\$398
Low-poverty Title I schools (Poverty $<$ 35%)	\$4,076	\$3,243	\$403	\$429
Elementary Schools				
All schools	\$3,673	\$2,946	\$332	\$395
Title I schools	\$3,611	\$2,891	\$331	\$389
Non-Title I schools	\$3,807	\$3,065	\$333	\$408
Highest-poverty schools (Poverty \geq 75%)	\$3,556	\$2,910	\$273	\$373
Low-poverty schools (Poverty $<$ 35%)	\$3,822	\$3,055	\$358	\$409
Highest-poverty Title I schools (Poverty \geq 75%)	\$3,553	\$2,905	\$273	\$375
Low-poverty Title I schools (Poverty $<$ 35%)	\$3,942	\$3,119	\$400	\$423
Secondary Schools				
All schools	\$3,610	\$2,801	\$309	\$501
Title I schools	\$3,827	\$2,906	\$407	\$514
Non-Title I schools	\$3,568	\$2,780	\$289	\$499
High-poverty schools (Poverty \geq 50%)	\$3,653	\$2,825	\$316	\$513
Low-poverty schools (Poverty $<$ 50%)	\$3,606	\$2,798	\$308	\$500
High-poverty Title I schools (Poverty \geq 50%)	\$3,473	\$2,673	\$289	\$511
Low-poverty Title I schools (Poverty $<$ 50%)	\$4,003	\$3,022	\$466	\$515

Table A4.2a
 Comparability of Non-Title I Resources in Elementary Schools:
 Staffing Levels Per School with 500 Students,
 by Title I Status and School Poverty Level

	All Elementary Schools	Title I Schools	Non-Title I Schools	Highest-Poverty Schools Poverty ≥ 75%	Low-Poverty Schools Poverty < 35%
Total staff	<u>45.3</u>	<u>46.3</u>	<u>43.0</u>	<u>46.8</u>	<u>43.2</u>
Instructional staff	<u>35.0</u>	<u>36.0</u>	<u>32.9</u>	<u>37.5</u>	<u>33.2</u>
Classroom teachers (excl special education)	22.5	22.8	21.9	23.1	21.5
Special education classroom teachers	0.7	0.7	0.6	0.9	0.5
Resource teachers (excl special education)	3.6	3.3	4.2	3.2	4.2
Special education resource teachers	2.1	2.4	1.6	2.1	1.8
Teacher aides	6.1	6.8	4.7	8.2	5.1
Non-instructional staff	<u>10.3</u>	<u>10.4</u>	<u>10.1</u>	<u>9.3</u>	<u>10.0</u>
School administrators	1.5	1.5	1.4	1.5	1.4
Psychologists/counselors/health/etc.	2.3	2.3	2.2	1.8	2.4
Library staff	0.7	0.7	0.8	0.6	0.7
Other certificated staff	0.2	0.2	0.2	0.3	0.2
Other paraprofessionals	1.4	1.4	1.4	1.2	1.1
Clerical/custodial/other support staff	4.3	4.3	4.1	3.9	4.2

Table A4.2b
 Comparability of Non-Title I Resources in Secondary Schools:
 Staffing Levels Per School with 500 Students,
 by Title I Status and School Poverty Level

	All Secondary Schools	Title I Schools	Non-Title I Schools	High-Poverty Schools Poverty ≥ 50%	Low-Poverty Schools Poverty < 50%
Total staff	<u>40.5</u>	<u>39.7</u>	<u>40.7</u>	<u>42.1</u>	<u>40.4</u>
Instructional staff	<u>29.8</u>	<u>28.6</u>	<u>30.0</u>	<u>30.3</u>	<u>29.8</u>
Classroom teachers (excl special education)	23.9	22.4	24.2	23.9	23.9
Special education classroom teachers	0.8	1.0	0.8	0.3	0.8
Resource teachers (excl special education)	0.5	0.9	0.4	1.4	0.4
Special education resource teachers	1.5	0.8	1.6	1.6	1.4
Teacher aides	3.2	3.6	3.1	3.1	3.4
Non-instructional staff	<u>10.7</u>	<u>11.0</u>	<u>10.7</u>	<u>11.8</u>	<u>10.5</u>
School administrators	1.8	1.6	1.8	2.2	1.8
Psychologists/counselors/health/etc.	1.9	2.5	1.8	1.9	1.7
Library staff	0.4	0.2	0.5	0.4	0.4
Other certificated staff	0.2	0.3	0.1	0.1	0.1
Other paraprofessionals	0.8	1.2	0.7	2.1	0.7
Clerical/custodial/other support staff	5.7	5.1	5.8	5.2	5.9

Table A4.3
 Comparability of Non-Title I Resources:
 Pupil/Teacher Ratios and Average Class Sizes,
 by School Grade Level, Title I Status, and School Poverty Level

	Pupil/Teacher Ratio (all teachers)	Ratio of Pupils to All Classroom Teachers	Ratio of Pupils to Classroom Teachers Excluding Special Education Classroom Teachers
All Schools			
All schools	19.4	21.5	22.2
Title I schools	19.2	22.2	23.0
Non-Title I schools	19.5	21.2	21.9
Highest-poverty schools (Poverty \geq 75%)	18.7	22.1	22.6
Low-poverty schools (Poverty < 35%)	19.7	21.4	22.2
Elementary Schools			
All schools	17.6	21.7	22.3
Title I schools	17.3	21.4	22.0
Non-Title I schools	18.3	22.5	23.0
Highest-poverty schools (Poverty \geq 75%)	17.3	21.1	21.7
Low-poverty schools (Poverty < 35%)	18.3	22.9	23.5
Secondary Schools			
All schools	20.0	21.4	22.2
Title I schools	21.4	23.0	24.2
Non-Title I schools	19.6	21.0	21.8
High-poverty schools (Poverty \geq 50%)	19.7	21.9	22.2
Low-poverty schools (Poverty < 50%)	20.0	21.3	22.2

Table A4.4
 Comparability of Non-Title I Resources:
 Classroom Teachers' Average Salary, Experience, and Educational Attainment,
 by School Grade Level, Title I Status, and School Poverty Level

	Average Salary	Average Years Teaching Experience	Percentage of Teachers with Masters' Degree or Higher
All Schools			
All schools	39,127	13.5	48%
Title I schools	37,987	13.8	41%
Non-Title I schools	39,813	13.1	55%
Highest-poverty schools (Poverty \geq 75%)	35,471	13.5	39%
Low-poverty schools (Poverty < 35%)	40,580	13.3	53%
Elementary Schools			
All schools	37,436	14.0	41%
Title I schools	36,090	13.3	40%
Non-Title I schools	40,458	16.1	43%
Highest-poverty schools (Poverty \geq 75%)	35,115	13.3	37%
Low-poverty schools (Poverty < 35%)	40,839	15.5	49%
Secondary Schools			
All schools	40,303	12.1	56%
Title I schools	43,847	14.7	22%
Non-Title I schools	39,650	11.7	61%
High-poverty schools (Poverty \geq 50%)	38,159	15.3	38%
Low-poverty schools (Poverty < 50%)	40,496	11.8	57%

Table A4.5
Resources Schools Receive from Private Sources

	All Schools	Title I Schools	Non-Title I Schools	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty < 35%
Value per Student					
Total	\$29	\$34	\$24	\$39	\$26
Books and instructional materials	\$9	\$8	\$10	\$13	\$9
Computer hardware and software	\$9	\$11	\$6	\$18	\$6
Facilities maintenance and care	\$5	\$6	\$4	\$2	\$7
Other	\$7	\$9	\$4	\$7	\$5
Value per School of 500 Students					
Total	\$14,400	\$16,800	\$12,200	\$19,600	\$13,000
Books and instructional materials	\$4,300	\$3,800	\$4,800	\$6,500	\$4,300
Computer hardware and software	\$4,300	\$5,700	\$3,100	\$8,800	\$2,900
Facilities maintenance and care	\$2,500	\$3,000	\$2,100	\$900	\$3,500
Other	\$3,300	\$4,400	\$2,200	\$3,300	\$2,300

Helping At-Risk Students (Title I and State Compensatory Education)

Table A5.1
Uses of Title I Funds for Instruction, Instructional Support, and Administration

	Total Expenditures (\$ in millions)	Share of Total Expenditures
Instruction	\$5,473	77%
<u>Instructional Staff</u>	<u>4,385</u>	<u>62%</u>
Teachers	3,342	47%
Teacher Aides	1,043	15%
<u>Instructional Materials and Equipment</u>	<u>755</u>	<u>11%</u>
Instructional Materials	468	7%
Pupil Technology	287	4%
<u>Services for Students in Private Schools</u>	<u>77</u>	<u>1%</u>
<u>Districtwide Instructional Programs</u>	<u>256</u>	<u>4%</u>
Preschool/Full-Day Kindergarten	141	2%
Extended-Time Programs	36	1%
Targeted Services for At-Risk Students	79	1%
Instructional Support	\$822	12%
Professional Development	212	3%
Guidance Counselors, Psychologists, and Social Workers	155	2%
Student Health Services (School Nurse, Speech Therapist)	21	*
Library/Media Specialists and Library Aides	22	*
Other Instructional Support Staff (School Level)	242	3%
Implementing Standards & Assessments (District Level)	12	*
Parent Involvement (District Programs and Parent Liaison Aides)	158	2%
Administration	\$835	12%
School Administration	241	3%
District Administration	594	8%
Total	\$7,130	100%

*0 percent due to rounding. Total is greater than 100 percent due to rounding.

Table A5.2
Allocation of Total Current Educational Expenditures to Instruction,
Instructional Support, Miscellaneous Operations, and Administration

	Total Expenditures	Share of Total Expenditures
Administration	\$29,156,785	11 %
General administration	\$6,045,394	2%
School administration	\$15,557,506	6%
Other support services	\$7,553,885	3%
Instruction	\$167,147,978	62 %
Instructional support	\$24,058,229	9 %
Instructional staff services	\$10,902,443	4%
Student support	\$13,155,786	5%
Other current expenditures	\$49,788,591	18 %
Operation and maintenance	\$26,837,125	10%
Transportation	\$10,989,797	4%
Food services	\$11,247,530	4%
Enterprise operations	\$714,139	0%
Total current expenditures	\$270,151,583	100 %

Source: Digest of Education Statistics: 1999, Table 168.

Table A5.3a
Uses of Title I Funds at the School Level for Instruction, Instructional Support, and Administration,
by Type of Title I School

	All Title I Schools	Highest-Poverty Schools Poverty ≥ 75%	Low-Poverty Schools Poverty < 35%	Schoolwide Programs	Targeted Assistance Schools	Schools Identified as in Need of Improvement
Instruction	86%	87%	96%	87%	86%	87%
Instructional staff	74%	77%	87%	74%	75%	79%
* Teachers	57%	60%	70%	58%	56%	64%
* Teacher aides	18%	16%	18%	16%	20%	15%
Instructional materials	8%	8%	3%	9%	7%	5%
Pupil technology	4%	3%	5%	4%	4%	3%
Instructional support	10%	8%	3%	10%	9%	8%
Professional development	1%	1%	1%	1%	1%	1%
Student support (counselors, community liaison, therapists, health, library)	8%	8%	2%	9%	8%	7%
Other (including program administration)	4%	4%	1%	3%	5%	5%

Table A5.3b
Uses of Title I Funds at the School Level for Instruction, Instructional Support, and Administration,
by Grade Level

	All Title I Schools	Elementary Schools	Secondary Schools
Instruction	86%	90%	69%
Instructional staff	74%	80%	43%
* Teachers	57%	62%	30%
* Teacher aides	18%	19%	13%
Instructional materials	8%	7%	12%
Pupil technology	4%	2%	14%
Instructional support	10%	8%	20%
Professional development	1%	1%	2%
Student support (counselors, community liaison, therapists, health, library)	8%	6%	17%
Other (including program administration)	4%	3%	12%

Table A5.4
Average School Allocation Per Low-Income Student, by Type of Title I Program,
1997-98 School Year

School Poverty Rate	All Schools	Schoolwide Programs	Targeted Assistance Schools
All schools	\$433	\$399	\$488
> = 75%	\$378	\$474	\$476
50 - < 75%	\$400	\$397	\$405
35 - < 50%	\$408	*	\$407
< 35%	\$971	*	\$720

*The sample of schools below 50% poverty that reported operating schoolwide programs was too small to report valid estimates of values.

Table A5.5a
What Title I Adds:
School-Level Personnel Expenditures Per Student,
by Type of Title I Program and School Poverty Level

	Expenditures Per Student	Expenditures Per Low-Income Student	Expenditures Per Title I Participant
All Title I Schools			
Base school-level personnel expenditures	\$3,664	\$3,664	\$3,664
Value added through Title I	\$236	\$434	\$412
Total resources	\$3,900	\$4,098	\$4,076
Schoolwide Programs			
Base school-level personnel expenditures	\$3,567	\$3,567	\$3,567
Value added through Title I	\$302	\$399	\$310
Total resources	\$3,869	\$3,966	\$3,877
Targeted Assistance Schools			
Base school-level personnel expenditures	\$3,739	\$3,739	\$3,739
Value added through Title I	\$184	\$488	\$747
Total resources	\$3,923	\$4,227	\$4,486
Highest-Poverty Title I Schools (Poverty ≥ 75%)			
Base school-level personnel expenditures	\$3,512	\$3,512	\$3,512
Value added through Title I	\$322	\$378	\$363
Total resources	\$3,834	\$3,890	\$3,875
Low-Poverty Title I Schools (Poverty < 35%)			
Base school-level personnel expenditures	\$4,076	\$4,076	\$4,076
Value added through Title I	\$195	\$971	\$1033
Total resources	\$4,271	\$5,047	\$5,109

Table A5.5b
 What Title I Adds in Elementary Schools:
 School-Level Personnel Expenditures Per Student,
 by Type of Title I Program and School Poverty Level

	Expenditures Per Student	Expenditures Per Low-Income Student	Expenditures Per Title I Participant
<u>All Elementary Title I Schools</u>			
Base school-level personnel expenditures	\$3,611	\$3,611	\$3,611
Value added through Title I	\$273	\$473	\$432
Total resources	\$3,884	\$4,084	\$4,043
<u>Schoolwide Programs</u>			
Base school-level personnel expenditures	\$3,535	\$3,535	\$3,535
Value added through Title I	\$317	\$420	\$324
Total resources	\$3,852	\$3,955	\$3,859
<u>Targeted Assistance Schools</u>			
Base school-level personnel expenditures	\$3,689	\$3,689	\$3,689
Value added through Title I	\$227	\$579	\$908
Total resources	\$3,916	\$4,268	\$4,597
<u>Highest-Poverty Title I Schools (Poverty \geq 75%)</u>			
Base school-level personnel expenditures	\$3,553	\$3,553	\$3,553
Value added through Title I	\$355	\$415	\$382
Total resources	\$3,908	\$3,968	\$3,935
<u>Low-Poverty Title I Schools (Poverty < 35%)</u>			
Base school-level personnel expenditures	\$3,942	\$3,942	\$3,942
Value added through Title I	\$247	\$1,035	\$1,084
Total resources	\$4,189	\$4,977	\$5,026

Table A5.5c
 What Title I Adds in Secondary Schools:
 School-Level Personnel Expenditures Per Student,
 by Type of Title I Program and School Poverty Level

	Expenditures Per Student	Expenditures Per Low-Income Student	Expenditures Per Title I Participant
<u>All Secondary Title I Schools</u>			
Base school-level personnel expenditures	\$3,827	\$3,827	\$3,827
Value added through Title I	\$121	\$274	\$300
Total resources	\$3,948	\$4,101	\$4,127

Table A5.5d
 What Title I Adds:
 Title I School-Level Personnel Expenditures Per Pupil
 for Instructional, Instructional Support and Administrative Staff, by School Grade Level

	Total	Instruction	Instructional Support	Administration
All Schools				
All schools	\$236	\$211	\$13	\$12
Schoolwide programs	\$302	\$273	\$17	\$13
Targeted assistance schools	\$184	\$162	\$11	\$11
Highest-poverty schools (Poverty \geq 75%)	\$322	\$286	\$20	\$16
Low-poverty schools (Poverty $<$ 35%)	\$195	\$190	\$3	\$2
Elementary Schools				
All schools	\$273	\$253	\$11	\$9
Schoolwide programs	\$317	\$290	\$16	\$11
Targeted assistance schools	\$227	\$215	\$6	\$7
Highest-poverty schools (Poverty \geq 75%)	\$355	\$321	\$21	\$13
Low-poverty schools (Poverty $<$ 35%)	\$247	\$240	\$4	\$3
Secondary Schools				
All schools	\$122	\$81	\$20	\$21

Table A5.6a
 What Title I Adds in Elementary Schools:
 School Staffing Levels Per School with 500 Students,
 by Type of Title I Program and School Poverty Level

	All Title I Elementary Schools	Schoolwide Programs	Targeted Assistance Schools	Highest-Poverty Title I Schools Poverty \geq 75%	Low-Poverty Title I Schools Poverty < 35%
Base Staffing Levels					
<u>Total staff</u>	<u>46.3</u>	<u>48.5</u>	<u>44.1</u>	<u>46.8</u>	<u>44.2</u>
<u>Instructional staff</u>	<u>36.0</u>	<u>38.0</u>	<u>33.9</u>	<u>37.5</u>	<u>33.8</u>
Classroom teachers (excluding special ed.)	22.8	23.7	21.9	23.1	21.5
Special education classroom teachers	0.7	0.9	0.5	0.9	0.5
Resource teachers (excluding special ed.)	3.3	3.3	3.3	3.2	3.9
Special Education resource teachers	2.4	2.4	2.3	2.1	2.3
Teacher aides	6.8	7.6	5.9	8.2	6.0
<u>Non-instructional staff</u>	<u>10.4</u>	<u>10.6</u>	<u>10.1</u>	<u>9.3</u>	<u>10.4</u>
Staff Added Through Title I Funds					
<u>Total staff</u>	<u>4.4</u>	<u>5.2</u>	<u>3.5</u>	<u>5.5</u>	<u>3.7</u>
<u>Instructional staff</u>	<u>3.9</u>	<u>4.5</u>	<u>3.4</u>	<u>5.0</u>	<u>3.6</u>
Classroom teachers*	1.0	1.5	0.5	1.7	0.5
Resource teachers	1.1	1.0	1.2	1.1	1.4
Teacher aides	1.9	2.0	1.7	2.3	1.6
<u>Non-instructional staff</u>	<u>0.5</u>	<u>0.7</u>	<u>0.2</u>	<u>0.5</u>	<u>0.1</u>

*Some elementary classroom teachers (in both schoolwide programs and targeted assistance programs) provide a variety of other types of services in addition to their primary (self-contained) classroom assignments. Thus, although they were coded according to their primary job code of classroom teacher, they also provided extended time services, tutoring, specific resource services, and extra curricular services during a portion of the school day or week.

Table A5.6b
 What Title I Adds in Secondary Schools:
 School Staffing Levels Per School with 500 Students,
 by Type of Title I Program and School Poverty Level

	All Title I Secondary Schools
Base Staffing Levels	
<u>Total staff</u>	<u>39.7</u>
<u>Instructional staff</u>	<u>28.6</u>
Classroom teachers (excluding special education)	22.4
Special education classroom teachers	1.0
Resource teachers (excluding special education)	0.9
Special education resource teachers	0.8
Teacher aides	3.6
<u>Non-instructional staff</u>	<u>11</u>
Staff Added Through Title I Funds	
<u>Total staff</u>	<u>1.8</u>
<u>Instructional staff</u>	<u>1.2</u>
Classroom teachers*	0.5
Regular resource teachers	0.1
Teacher aides	0.7
<u>Non-instructional staff</u>	<u>0.6</u>

*There is a subtle distinction between a resource teacher and a departmentalized classroom teacher in secondary schools. Title I teachers generally provided specialized instruction during specific periods of the day and were coded both as resource teachers or classroom teachers depending on how the schools listed them in the roster or districts listed them in payroll files.

Table A5.7
 District Use of Title I Funds
 (% of respondents saying funds support each strategy "a great deal")

Strategy	Title I		State Compensatory Education	
	% of Districts Reporting Funds Support Strategy "A Great Deal"	% of Students Enrolled in Districts Reporting Funds Support Strategy "A Great Deal"	% of Districts Reporting Funds Support Strategy "A Great Deal"	% of Students Enrolled in Districts Reporting Funds Support Strategy "A Great Deal"
Providing supplemental targeted academic services to students	62%	70%	69%	81%
Providing professional development linked to standards	45%	56%	54%	41%
Supporting school-based improvement efforts	44%	59%	90%	70%
Aligning curricula and instructional materials with standards	39%	47%	8%	23%
Expanding the use of technology	30%	40%	33%	32%
Increasing instructional time for low-achieving students	30%	34%	59%	47%
Early intervention / early childhood education	26%	42%	44%	40%
Developing or adopting assessments linked to standards	25%	37%	5%	16%
Building partnerships with parents and community	23%	43%	33%	29%
Leveraging other funds	17%	14%	28%	11%
Reducing class size	15%	18%	32%	23%
Coordinating health and social services for students	14%	15%	29%	19%

Source: District Questionnaire, items D7, H2.

Table A5.8
 Importance of Various Strategies in Schools' Decisions About How to Use Their Resources
 (% of schools responding strategy is of "primary importance")

Strategy	All Schools	Elementary Schools	Secondary Schools
Aligning curricula and instructional materials with content/performance standards	78%	79%	78%
Linking professional development to standards	69%	71%	65%
Implementing assessments linked to standards	66%	66%	67%
Expanding the use of technology	65%	65%	65%
Providing supplemental targeted academic services to students	66%	67%	65%
Building partnerships with parents and community	58%	58%	57%
Reducing class size	52%	54%	49%
Increasing instructional time for low-achieving students	44%	42%	49%
Coordinating health and social services for students	30%	32%	26%
Leveraging other funds	25%	25%	23%

Source: School Questionnaire, item A1.

Table A5.9
 Use of Title I Funds for Schoolwide and Targeted Assistance Programs

	% of Title I Schools	% of Schools' Title I Funds
Schoolwide programs	45%	60%
Targeted assistance programs	55%	40%

Source: School allocations from SERFF sample districts.

Table A5.10
Reasons for Not Implementing a Schoolwide Program

Reason	% of Targeted Assistance Schools	% of Schools Eligible for Schoolwide Programs
Operating schoolwide program		82%
Not eligible -- school poverty level is below 50% threshold	58%	
Considering implementing a schoolwide program	22%	12%
Not familiar with this option	0%	0%
Preferred to continue with targeted Title I services	16%	2%
SWP planning requirements appear cumbersome	3%	2%
District staff discouraged use of this option	3%	1%
State staff discouraged use of this option	2%	0%
Other	2%	1%

Source: School Questionnaire, items C4, C5.

Table A5.11
Extent to Which Schools Use Non-Title I Funds in Their Schoolwide Programs

	Percent of Schoolwide Programs that Report that They:		
	Consider These Resources When Making Decisions about How to Use Resources Available for the Schoolwide Program	Receive or Have Control over These Funds	Combine Title I Funds with These Funds
Any non-Title I funds	80%	86%	73%
Any non-Title I federal funds (II, IV, VI, or Goals)	78%	75%	57%
Title II	46%	44%	35%
Title IV	54%	54%	43%
Title VI	23%	16%	17%
Goals	40%	32%	21%
State Comp Ed	37%	33%	33%
Private sources	52%	45%	41%
Other	15%	18%	7%

Source: School Questionnaire, items C15, C16, C17.

Table A5.12
Types of Services Provided in Title I Schoolwide Programs

	Pullout (Not Special Education)	Full-Day Kindergarten
All Schools		
Percent of Schools	46%	58%
Percent of Students Served		
In Schoolwides With This Service	20%	14%
In All Schoolwides	9%	9%
Elementary Schools		
Percent of Schools	48%	63%
Percent of Students Served		
In Schoolwides With This Service	21%	14%
In All Schoolwides	10%	10%

Source: School Questionnaire, item C13.

Table A5.13
Subjects Taught in Title I Targeted Assistance Programs and State Comp Ed Programs

	Title I Targeted Assistance		State Compensatory Education	
	% of Schools	% of Title I Students	% of Schools	% of SCE Students
All Schools				
Reading/language arts	100%	75%	96%	79%
Mathematics	94%	60%	86%	68%
ESL	81%	36%	59%	46%
Other	47%	61%	20%	66%
Elementary Schools				
Reading/language arts	100%	87%	97%	91%
Mathematics	94%	61%	83%	79%
ESL	79%	18%	53%	45%
Other	48%	29%	24%	72%

Source: School Questionnaire, items C7, C20.

Table A5.14
Changes in Title I Targeted Assistance Programs in Last Three Years

	% of Schools Reporting More During 1997-98	% of Schools Reporting No Difference	% of Schools Reporting More During 1994-95
Number of children served	69%	15%	16%
Title I instructional time per student	22%	61%	17%
Number of subject areas taught	12%	79%	9%
Number of grade levels served	18%	66%	17%
Pullout programs offered	6%	58%	36%
Extended-time programs offered	23%	70%	7%

Source: School Questionnaire, item C11

Table A5.15
Types of Services Provided in Title I Targeted Assistance Programs

	Pullout Services	In-Class Services	Title I Full-Day Kindergarten
All Schools			
Percent of Schools	62%	70%	1%
Percent of Title I Students	63%	70%	16%
Elementary Schools			
Percent of Schools	72%	66%	1%
Percent of Title I Students	63%	65%	16%

Source: School Questionnaire, item C8.

Table A5.16
Objectives Influencing Targeted Assistance Schools' Decisions About How to Use Title I Funds
(% of schools responding "extremely important")

Objective	All Schools	Elementary Schools	Secondary
Improving the knowledge and skills of teachers	46%	46%	44%
Increasing instructional time for students	58%	60%	48%
Improving student achievement in mathematics	68%	66%	79%
Improving student achievement in reading/language arts	94%	95%	89%
Expanding the use of technology	40%	31%	75%
Coordinating Title I instruction with regular classroom instruction	60%	65%	41%

Source: School Questionnaire, item A6.

Table A5.17
Qualifications of Title I and Classroom Teachers

	Overall		Title I Teachers in		Classroom Teachers in	
	Title I Teachers	Classroom Teachers	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty < 35%	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty < 35%
All Schools						
Average teacher salary	\$36,427	\$39,127	\$34,759	\$38,845	\$35,471	\$40,580
Avg years teaching experience	15.9	12.9	16.2	14.7	12.4	12.7
Permanent/regular credential	92%	90%	99%	88%	93%	88%
Bachelor's degree	100%	100%	100%	100%	100%	100%
Master's degree	50%	45%	37%	48%	34%	51%
Ed. Specialist degree	14%	9%	11%	10%	10%	10%
Doctorate / professional degree	0%	0%	0%	0%	1%	0%
Elementary Schools						
Average teacher salary	\$35,999	\$37,436	\$34,440	\$38,820	\$35,115	\$40,839
Avg years teaching experience	16.9	13.2	16.3	17.1	11.9	15.1
Permanent/regular credential	96%	92%	100%	97%	94%	93%
Bachelor's degree	100%	100%	100%	100%	100%	100%
Master's degree	49%	39%	35%	45%	31%	52%
Ed. Specialist degree	12%	9%	11%	8%	9%	10%
Doctorate / professional degree	0%	0%	0%	0%	0%	1%
Secondary Schools						
Average teacher salary	\$41,421	\$40,303				
Avg years teaching experience	11.6	12.6				
Permanent/regular credential	76%	88%				
Bachelor's degree	100%	100%				
Master's degree	57%	50%				
Ed. Specialist degree	24%	9%				
Doctorate / professional degree	0%	1%				

Source: Teacher Questionnaires, items 31, 32, 35, 36, 37, 38.

Table A5.18
Qualifications of Title I Teachers' Aides

	All Title I Schools	Highest-Poverty Schools Poverty ≥ 75%	Low-Poverty Schools Poverty < 35%
All Schools			
Average salary for full-time Title I teachers' aides*	\$12,627	\$12,650	\$10,524
Average years experience as aide	10.3	9.7	8.8
Teaching certificate	15%	13%	13%
Teaching certificate and Bachelor's degree	11%	8%	13%
High school completion	99%	98%	100%
Associate's degree	16%	7%	4%
Bachelor's degree	25%	10%	37%
Master's degree or higher	1%	0%	4%
Elementary Schools			
Average salary for full-time Title I teachers' aides*	\$12,255	\$12,743	\$10,431
Average years experience as aide	11.1	9.7	10.7
Teaching certificate	16%	13%	16%
Teaching certificate and Bachelor's degree	13%	9%	17%
High school completion	99%	98%	100%
Associate's degree	15%	6%	6%
Bachelor's degree	19%	10%	22%
Secondary Schools			
Average salary for full-time Title I teachers' aides*	\$15,813		
Average years experience as aide	5.3		
Teaching certificate	12%		
Teaching certificate and Bachelor's degree	1%		
High school completion	100%		
Associate's degree	16%		
Bachelor's degree	59%		

*Full time is defined as 1440 hours per year, or 180 days times 8 hours a day.

Source: Title I Teachers' Aide Questionnaire, items 12, 13.

Table A5.19
Change in Mix of Title I Teachers and Aides (FTEs) Since Reauthorization

	Data source	# Teachers	# Aides*	Teacher/Aide Ratio
Sample-based surveys				
1990	Chapter 1 Implementation Study	62,452	67,245	0.93
1997-98	<i>Study of Education Resources and Federal Funding</i>	65,745	68,582	0.96
State Performance Reports				
1990-91	State Performance Reports	71,109	65,232	1.09
1991-92	State Performance Reports	77,344	69,806	1.11
1992-93	State Performance Reports	82,294	74,342	1.11
1993-94	State Performance Reports**	85,567	77,814	1.10
1996-97	State Performance Reports**	61,176	51,863	1.18

*This figure includes teacher aides, parent liaisons, library aides, and administrative aides.

**Since reauthorization of Title I, some states report the full-time-equivalent (FTE) numbers of Title I teachers and aides only in schools with targeted assistance programs, while other states report total Title I teachers and aides in both targeted assistance and schoolwide programs.

Table A5.20
Number of FTE Title I Teachers, Aides, and Other Staff

Source	All Schools
Teachers	66,002
Aides*	68,724
Administration (certified only)	2,675
Instructional support staff (certified only)	4,005
Other non-certified (e.g., clerical)	4,199

*This figure includes teacher aides, parent liaisons, library aides, and administrative aides.

Table A5.21
Use of Title I Funds for Paraprofessionals, 1997-98

	Title I Expenditures (\$ in millions)	Number of Title I Paraprofessionals	
		FTE-equivalent*	Total Number
Title I Paraprofessionals	\$1,111	68,724	107,356
Teacher Aides	1,043	65,555	102,796
Parent liaisons	45	2,010	2,763
Library	11	598	773
Administrative	11	560	1,024

*FTE (full-time equivalent) is defined as working 1440 hours per year, or 180 days times 8 hours.

Table A5.22
Responsibilities of Title I Teachers' Aides

Responsibility	% of Title I Aides Engaged in each Activity		
	All Schools	Elementary Schools	Secondary Schools
Teaching or helping to teach students	98%	98%	99%
Preparing teaching materials	84%	87%	62%
Correcting student work, taking roll, and other administrative duties	81%	80%	84%
Testing students	77%	81%	55%
Yard or cafeteria duty	56%	63%	17%
Working or meeting with parents	54%	53%	58%
Working in the school office	23%	22%	27%
Working in the library or media center	18%	20%	9%
Interpreting for LEP students	11%	9%	21%
Other	48%	46%	55%

Source: Title I Teachers' Aide Questionnaire, items 1, 4.

Table A5.23
Responsibilities of Title I Teachers' Aides:
Percent of Time that Title I Aides Spend on Each Activity

	Teaching or helping to teach students	Interpreting for LEP students	Working or meeting with parents	Preparing teaching materials, testing students, correcting student work, taking roll, and other administrative duties	Working in the library or media center, school office, yard or cafeteria duty
All Schools					
All schools	60%	2%	3%	22%	13%
Highest-poverty schools (Poverty \geq 75%)	43%	3%	6%	25%	24%
Low-poverty schools (Poverty $<$ 35%)	70%	0%	2%	25%	4%
Aides with bachelor's degree or higher	65%	2%	2%	27%	4%
Aides with less than a bachelor's degree	60%	2%	3%	21%	15%
Elementary Schools					
All schools	60%	2%	3%	21%	15%
Highest-poverty schools (Poverty \geq 75%)	42%	3%	6%	24%	24%
Low-poverty schools (Poverty $<$ 35%)	71%	0%	2%	24%	3%
Aides with bachelor's degree or higher	73%	0%	2%	23%	2%
Aides with less than a bachelor's degree	60%	2%	3%	21%	14%
Secondary Schools					
All schools	52%	5%	5%	28%	10%

Title I Teachers' Aide Questionnaire, items 1, 4.

Table A5.24
 Responsibilities of Title I Teachers' Aides:
 Hours per Day that Title I Aides Spend on Each Activity

	Teaching or helping to teach students	Interpreting for LEP students	Working or meeting with parents	Preparing teaching materials, testing students, correcting student work, taking roll, and other administrative duties	Working in the library or media center, school office, yard or cafeteria duty
All Schools					
All schools	3.6	0.1	0.2	1.3	0.8
Highest-poverty schools (Poverty ≥ 75%)	2.9	0.2	0.4	1.7	1.6
Low-poverty schools (Poverty < 35%)	3.9	0.0	0.1	1.4	0.2
Aides with bachelor's degree or higher	3.3	0.1	0.1	1.4	0.2
Aides with less than a bachelor's degree	3.7	0.1	0.2	1.3	0.9
Elementary Schools					
All schools	3.7	0.1	0.2	1.3	0.9
Highest-poverty schools (Poverty ≥ 75%)	2.8	0.2	0.4	1.6	1.6
Low-poverty schools (Poverty < 35%)	4.1	0.0	0.1	1.4	0.2
Aides with bachelor's degree or higher	3.5	0.0	0.1	1.1	0.1
Aides with less than a bachelor's degree	3.8	0.1	0.2	1.3	0.9
Secondary Schools					
All schools	3.0	0.3	0.3	1.6	1%

Title I Teachers' Aide Questionnaire, items 1, 4.

Table A5.25
Share of Time that Title I Teachers' Aides Spend Teaching or Helping to Teach Students
That is on Their Own, Without a Teacher Present
(% of aides selecting each response)

	None	Some	About half	Most	All or nearly all
All Schools					
All schools	24	35	15	3	23
Highest-poverty schools (Poverty \geq 75%)	17	37	22	1	22
Low-poverty schools (Poverty < 35%)	34	38	16	1	12
Schoolwide programs	23	34	19	5	19
Targeted assistance schools	26	38	12	1	23
Aides with bachelor's degree or higher	29	13	28	1	28
Aides with less than a bachelor's degree	24	43	11	3	20
Elementary Schools					
All schools	22	35	17	4	23
Highest-poverty schools (Poverty \geq 75%)	17	37	22	2	22
Low-poverty schools (Poverty < 35%)	25	41	19	1	15
Schoolwide programs	23	33	19	5	20
Targeted assistance schools	22	36	14	2	27
Aides with bachelor's degree or higher	13	4	40	2	41
Aides with less than a bachelor's degree	24	41	11	4	20
Secondary Schools					
All schools	37	46	6	0	10

Source: Title I Teachers' Aide Questionnaire, item 6.

Table A5.26
 Percentage of Title I Teachers' Aides Reporting that They Received Training on Various Topics
 Since the End of the Last School Year

Training Topic	All Schools	Elementary Schools	Secondary Schools
Teaching math or science	22%	24%	8%
Teaching reading or writing	48%	52%	21%
Using computers	52%	48%	74%
Using the Internet	23%	22%	30%
Working with parents	23%	23%	23%
Preventing student drug use or violence	24%	20%	41%

Source: Title I Teachers' Aide Questionnaire, item 10.

Table A5.27
 Amount of Time Title I Teachers' Aides Spent in Training Activities
 Since the End of the Last School Year
 (% of aides selecting each response)

Time Spent	All Schools	Elementary Schools	Secondary Schools
None	22%	20%	38%
Some, but less than 16 hours	55%	56%	48%
16-35 hours	19%	20%	12%
36-70 hours	3%	4%	2%
More than 70 hours	1%	1%	1%

Source: Title I Teachers' Aide Questionnaire, item 11.

Table A5.28
Amount of Title I Teacher Time Spent on Instructional and Non-Instructional Activities
(average number of hours per week)

	All Title I Schools	Elementary Schools			Secondary Schools
		All Title I Schools	Schoolwide Programs	Targeted Assistance Programs	All Title I Schools
Instructional Time					
Resource room	16.5	16.4	16.8	15.7	17.1
In-class	4.7	5.0	3.9	6.7	3.0
Informal tutoring	0.9	0.7	0.8	0.6	1.9
Non-Instructional Time					
Planning, preparation, & grading	6.2	5.9	5.4	6.6	7.8
Consultations with other staff	1.9	1.9	1.6	2.3	2.0
Administrative duties	2.1	2.2	2.4	1.8	2.0
Interaction with parents	0.9	0.9	0.9	0.9	1.1
Total hours	33.2	32.9	31.9	34.5	34.9

Source: Title I Teacher Questionnaire, items 5, 6, 7, 10.

Note: "Resource room" instructional time shown above includes departmentalized classes as well as resource rooms.

Table A5.29
 Percentage of Title I Teacher Time Spent on Instructional and Non-Instructional Activities

	All Title I Schools	Elementary Schools			Secondary Schools
		All Title I Schools	Schoolwide Programs	Targeted Assistance Programs	All Title I Schools
Instructional Time					
Resource room	49%	50%	53%	46%	49%
In-class	14%	15%	12%	19%	9%
Informal tutoring	3%	2%	3%	2%	5%
Non-Instructional Time					
Planning, preparation, & grading	19%	18%	17%	19%	22%
Consultations with other staff	6%	6%	5%	7%	6%
Administrative duties	6%	7%	8%	5%	6%
Interaction with parents	3%	3%	3%	2%	3%
Total hours	100%	100%	100%	100%	100%

Source: Title I Teacher Questionnaire, items 5, 6, 7, 10.

Note: "Resource room" instructional time shown above includes departmentalized classes as well as resource rooms.

Table A5.30
Services and Resources for Parents in Title I Schools

	% of Schools			Target Group of Parents (% of TA Schools Offering Resource)	
	Title I schools	Schoolwide Programs	Targeted Assistance Schools	Resource Available for All Parents	Resource Available for Title I Parents Only
All Schools					
Parent advisory council	81%	83%	79%	76%	24%
Home-based education activities used to reinforce classroom instruction	70%	58%	80%	74%	26%
Parent resource center	67%	77%	59%	80%	20%
Designated liaison staff to work with parents	67%	79%	59%	69%	31%
Family literacy programs	44%	57%	36%	79%	21%
Elementary Schools					
Parent advisory council	80%	83%	77%	72%	28%
Home-based education activities used to reinforce classroom instruction	73%	60%	84%	73%	27%
Parent resource center	70%	77%	64%	79%	21%
Designated liaison staff to work with parents	64%	78%	53%	77%	23%
Family literacy programs	48%	59%	41%	79%	21%
Secondary Schools					
Parent advisory council	90%			90%	10%
Home-based education activities used to reinforce classroom instruction	47%			84%	16%
Parent resource center	43%			81%	19%
Designated liaison staff to work with parents	92%			43	57%
Family literacy programs	15%			57	43%

Source: School Questionnaire, items C9, C14.

Table A5.31
Extent to Which Districts Believe that 1994 Reauthorization Changes
Increased Their Flexibility in Using Federal Funds

	Not at All	Moderately	A Great Deal
Title I schoolwide programs	39%	14%	47%
Waiver of federal education provisions	61%	31%	8%
Consolidation of federal administrative funds	49%	46%	5%
Shift in accountability emphasis from procedural compliance to student performance	12%	32%	56%

Source: District Questionnaire, item D12.

Table A5.32
Change in Districts' Flexibility in Using Title I
Funds Since the 1994 Reauthorization

	Percent of Title I Districts
Flexibility increased	72%
Flexibility decreased	2%
Flexibility remained the same	25%

Source: District Questionnaire, item D13.

Preschool and Extended Time Programs

Table A6.1
Preschool Programs

	% of Schools with Programs	% of Estimated Preschool-Age Population Enrolled in Preschool		Intensity of preschool programs in those schools indicating they operate such programs		
		In Schools with Preschool Programs	In All Schools	Average Hours per Week	Average Weeks per Year	Average Hours per Year
All elementary schools	32%	28%	9%	18	32	579
Highest-poverty schools (Poverty \geq 75%)	61%	34%	24%	17	29	484
Low-poverty schools (Poverty < 35%)	14%	20%	3%	17	36	631
Title I schools	35%	25%	5%	19	31	586
Schoolwide programs	53%	29%	17%	18	30	548
Targeted assistance programs	19%	22%	4%	20	34	69
Non-Title I schools	22%	30%	7%	15	35	540

Source: School Questionnaire, item B16.

Table A6.2
Extended-Time Instructional Programs

	% of Schools with Program	% of Students Served		Hours and weeks per year of services in schools with programs		
		In Schools with Program	In all Schools	# of Hours per Week	# of Weeks per Year	# of Hours per Year
All Schools						
Before-school programs	22%	7%	1%	3	29	77
After-school programs	57%	9%	5%	4	26	111
Weekend programs	6%	9%	1%	3	19	53
Summer school	56%	20%	14%	18	5	83
Elementary Schools						
Before-school programs	15%	9%	1%	3	30	90
After-school programs	48%	10%	5%	5	26	107
Weekend programs	2%	8%	0%	3	18	55
Summer school	51%	19%	9%	17	4	73
Secondary Schools						
Before-school programs	34%	5%	1%	3	28	66
After-school programs	73%	7%	5%	4	26	115
Weekend programs	14%	9%	1%	3	19	53
Summer school	66%	22%	18%	19	5	96

Source: School Questionnaire, item B16.

Table A6.3
Variations in Availability of Extended Time Instructional Programs During the School Year
(combining before-school, after-school, and weekend programs)

	% of Schools with Program	% of Students Served		Hours per week and per year of services in schools with programs	
		In Schools with Program	In all Schools	# of Hours per Week	# of Hours per Year
All Schools					
All schools	63%	11%	7%	5	116
Highest-poverty schools (Poverty \geq 75%)	75%	16%	14%	5	134
Low-poverty schools (Poverty < 35%)	56%	8%	5%	5	108
Title I schools	65%	11%	8%	5	115
Schoolwide programs	77%	15%	12%	5	131
Targeted assistance programs	55%	9%	5%	5	98
Non-Title I schools	64%	10%	6%	5	123
Elementary Schools					
All schools	54%	12%	7%	5	101
Highest-poverty schools (Poverty \geq 75%)	74%	14%	11%	5	136
Low-poverty schools (Poverty < 35%)	36%	7%	3%	5	68
Title I schools	61%	12%	8%	5	103
Schoolwide programs	75%	14%	10%	5	122
Targeted assistance programs	48%	10%	6%	5	78
Non-Title I schools	38%	10%	4%	4	94
Secondary Schools					
All schools	79%	10%	7%	6	135

Source: School Questionnaire, items B16a, B16b, B16d.

Table A6.4
Variations in Availability of Before-School Programs

	% of Schools with Program	% of Students Served		Hours and weeks per year of services in schools with programs		
		In Schools with Programs	In all Schools	# of Hours per Week	# of Weeks per Year	# of Hours per Year
All Schools						
All schools	22%	7%	1%	3	29	77
Highest-poverty schools (Poverty ≥ 75%)	14%	12%	2%	3	29	81
Low-poverty schools (Poverty < 35%)	25%	3%	1%	3	28	63
Title I schools	19%	8%	1%	3	31	90
Schoolwide programs	18%	13%	2%	3	29	98
Targeted assistance programs	19%	4%	1%	3	32	84
Non-Title I schools	26%	5%	1%	3	29	67
Elementary Schools						
All schools	15%	9%	1%	3	30	90
Highest-poverty schools (Poverty ≥ 75%)	14%	13%	2%	3	29	83
Low-poverty schools (Poverty < 35%)	12%	4%	1%	2	29	69
Title I schools	17%	10%	1%	3	30	91
Schoolwide programs	17%	15%	2%	3	29	98
Targeted assistance programs	16%	5%	1%	3	30	85
Non-Title I schools	11%	5%	1%	2	29	67
Secondary Schools						
All schools	34%	5%	1%	3	28	66

Source: School Questionnaire, item B16a.

Table A6.5
Variations in Availability of After-School Programs

	% of Schools with Program	% of Students Served		Hours and weeks per year of services in schools with programs		
		In Schools with Programs	In all Schools	# of Hours per Week	# of Weeks per Year	# of Hours per Year
All Schools						
All schools	57%	9%	5%	4	26	111
Highest-poverty schools (Poverty \geq 75%)	73%	12%	10%	5	28	143
Low-poverty schools (Poverty < 35%)	48%	7%	4%	4	24	94
Title I schools	59%	9%	6%	5	27	116
Schoolwide programs	67%	11%	9%	5	28	139
Targeted assistance programs	53%	8%	4%	5	26	90
Non-Title I schools	58%	8%	5%	4	24	106
Elementary Schools						
All schools	48%	10%	5%	5	26	107
Highest-poverty schools (Poverty \geq 75%)	71%	11%	9%	5	28	152
Low-poverty schools (Poverty < 35%)	29%	7%	2%	5	22	69
Title I schools	54%	10%	6%	5	26	109
Schoolwide programs	64%	11%	8%	4	28	136
Targeted assistance programs	45%	9%	5%	5	24	72
Non-Title I schools	32%	10%	3%	4	25	105
Secondary Schools						
All schools	73%	7%	5%	4	26	115

Source: School Questionnaire, item B16b.

Table A6.6
Variations in Availability of Weekend Programs

	% of Schools with Program	% of Students Served		Hours and weeks per year of services in schools with programs*		
		In Schools with Programs*	In all Schools	# of Hours per Week	# of Weeks per Year	# of Hours per Year
All Schools						
All schools	6%	9%	1%	3	19	53
Highest-poverty schools (Poverty ≥ 75%)	9%	14%	2%	3	18	53
Low-poverty schools (Poverty < 35%)	5%	5%	0%	3	16	57
Title I schools	5%	5%	0%	3	21	52
Schoolwide programs	7%	13%	1%	3	15	48
Targeted assistance programs	5%	2%	0%	2	22	46
Non-Title I schools	7%	10%	0%	3	19	60
Elementary Schools						
All schools	2%	8%	0%	3	18	55
Highest-poverty schools (Poverty ≥ 75%)	7%	8%	1%	3	21	64
Low-poverty schools (Poverty < 35%)	0%	9%	0%	4	2	8
Title I schools	2%	8%	0%	3	19	58
Schoolwide programs	5%	8%	1%	3	19	59
Targeted assistance programs	1%	3%	0%	3	13	35
Non-Title I schools	0%	0%	0%	0	0	0
Secondary Schools						
All schools	14%	9%	1%	3	19	53

* The number of schools used to estimate the values in these columns is less than 30, and therefore, these values are not likely to be reliable estimates of population statistics.

Source: School Questionnaire, item B16b.

Table A6.7
Variations in Availability of Summer Programs

	% of Schools with Program	% of Students Served		Hours and weeks per year of services in schools with programs		
		In Schools with Programs	In all Schools	# of Hours per Week	# of Weeks per Year	# of Hours per Year
All Schools						
All schools	56%	20%	14%	18	5	82
Highest-poverty schools (Poverty \geq 75%)	65%	17%	12%	17	4	72
Low-poverty schools (Poverty $<$ 35%)	53%	22%	16%	17	5	89
Title I schools	61%	19%	15%	16	5	70
Non-Title I schools	54%	22%	14%	20	5	101
Elementary Schools						
All schools	51%	19%	9%	17	4	73
Highest-poverty schools (Poverty \geq 75%)	65%	15%	9%	17	4	69
Low-poverty schools (Poverty $<$ 35%)	40%	20%	7%	15	5	70
Title I schools	59%	18%	10%	17	4	70
Non-Title I schools	26%	24%	7%	15	6	91
Secondary Schools						
All schools	66%	22%	18%	19	5	96

Source: School Questionnaire, item B16f.

Professional Development

Table A7.1
Financial Contribution of Six Federal Programs to
Professional Development (1997-98 School Year)

	Amount	% of Total
Title II Elementary/Secondary Programs	\$244,000,000	31%
Title II Higher Education Grants	\$50,000,000	6%
Title I	\$212,000,000	27%
Goals 2000	\$189,000,000	24%
Title VI	\$45,000,000	6%
Title IV	\$45,000,000	6%
Total of six programs	\$785,000,000	100%

Source: Funding for Title II Eisenhower Professional Development program is based on FY 1997 appropriations. Funding for other federal programs is based on school district reports of program expenditures collected through the SERFF.

Table A7.2
Percentage of Districts Using Various Federal Program Funds for Professional Development

	% of Districts Receiving Program Funds and Using Them for Professional Development	% of Students in Districts Receiving Program Funds and Using Them for Professional Development
Goals 2000	94%	90%
Title I	86%	88%
Title IV	71%	88%
Title VI	24%	57%
State Comp Ed	31%	56%

Source: District questionnaire, items G11, B18, E12, F11, H11.

Table A7.3
Sources of Funds for Professional Development
in Sample of 19 School Districts

	Percent of Total
Federal programs	28%
Five federal programs	28%
Other federal funds	<1%
State/local funds	72%
District general fund	47%
State categorical programs	21%
Other state/local funds	4%
Private sources	<1%

Source: Professional development budgets provided by 19 districts.

Table A7.4
Sources of Matching Funds for Title II Programs

Funding Source	% of Title II Districts Using Each Source for Matching Funds	% of Students in Title II Districts Using Each Source for Matching Funds
Goals 2000	29%	36%
Title I	26%	32%
Title IV	13%	20%
NSF Grant	10%	22%
Title VI	8%	25%
Title III	1%	8%
State Comp Ed	3%	15%
Private Sources	40%	37%
Other	73%	82%

Source: District Questionnaire, item B9.

Table A7.5
Uses of Title II Funds

	Percent
Professional development in math and science	82%
Professional development in other subject areas	8%
Other professional development for instructional staff	10%
Professional development for non-instructional staff	<1%
Total	100%

Table A7.6
Percentage of Districts that Report Combining Program Funds to Support Professional Development Activities

Funding Source	Title I Coordinator	Title II Coordinator	Title III Coordinator	Title IV Coordinator	Title VI Coordinator	Goals Coordinator	State Comp Ed Coordinator
District-weighted							
Title I	N/A	40%	61%	7%	42%	37%	60%
Title II	40%	N/A	38%	6%	29%	64%	34%
Title III	2%	20%	N/A	2%	34%	13%	29%
Title IV	13%	26%	1%	N/A	38%	28%	23%
Title VI	25%	33%	2%	14%	N/A	13%	50%
Goals 2000	25%	29%	30%	22%	20%	N/A	5%
Other federal	30%	38%	67%	8%	27%	16%	33%
State/local funds	63%	76%	69%	39%	1%	95%	92%
Any federal funds	58%	55%	68%	37%	50%	72%	60%
Pupil-weighted							
Title I	N/A	45%	39%	20%	68%	47%	65%
Title II	50%	N/A	24%	10%	54%	50%	31%
Title III	8%	12%	N/A	3%	46%	9%	11%
Title IV	27%	21%	8%	N/A	57%	15%	32%
Title VI	41%	33%	22%	17%	N/A	30%	40%
Goals 2000	37%	35%	37%	24%	42%	N/A	27%
Other federal	40%	42%	57%	24%	49%	28%	27%
State/local funds	77%	80%	76%	66%	6%	85%	72%
Any federal funds	72%	66%	67%	47%	78%	71%	67%

Source: District Questionnaire, item B18, C9, D18, E12, F11, G11, H11.

Table A7.7
 Districts' Use of Federal Program Funds for Professional Development Focused on Specific Topics
 (% of districts responding "a great deal" for each topic)

Topic	All Sources	Title II	Title I	Goals	Title VI	State Comp Ed
District-weighted						
Teaching academic/ethnic/linguistically diverse learners	29%	20%	11%	39%	5%	9%
District or state content or performance standards	67%	56%	31%	71%	11%	43%
Curriculum/instruction specific to reading/language arts	53%	10%	66%	40%	9%	49%
Curriculum/instruction specific to math or science	95%	90%	41%	33%	7%	45%
Assessments that are linked to standards	57%	45%	22%	46%	6%	37%
Enabling students to meet state or district standards	52%	46%	26%	71%	10%	48%
Using student data to inform school decisions	30%	42%	18%	23%	5%	7%
Developing teachers' skills in using technology	63%	50%	28%	15%	4%	36%
Integrating technology into classroom instruction	59%	28%	18%	17%	6%	39%
Building partnerships with parents and community	18%	9%	26%	6%	9%	0%
School restructuring and governance	12%	9%	12%	5%	4%	0%
Research-based whole school reform programs	20%	10%	41%	31%	3%	1%
Pupil-weighted						
Teaching academic/ethnic/linguistically diverse learners	40%	29%	39%	39%	25%	38%
District or state content or performance standards	81%	76%	49%	69%	33%	34%
Curriculum/instruction specific to reading/language arts	57%	15%	68%	53%	33%	59%
Curriculum/instruction specific to math or science	90%	94%	34%	36%	20%	46%
Assessments that are linked to standards	55%	54%	39%	53%	17%	17%
Enabling students to meet state or district standards	70%	63%	49%	66%	32%	48%
Using student data to inform school decisions	50%	44%	41%	34%	18%	19%
Developing teachers' skills in using technology	57%	43%	28%	23%	19%	13%
Integrating technology into classroom instruction	50%	35%	26%	27%	19%	17%
Building partnerships with parents and community	17%	4%	33%	17%	14%	3%
School restructuring and governance	18%	6%	16%	15%	9%	1%
Research-based whole school reform programs	22%	9%	39%	19%	10%	12%

Source: District Questionnaire, items B4, B14, D15, G7, F7, H7.

Table A7.8
Focus of Schools' Professional Development Activities
(% of schools responding "a great deal")

	All Schools	Title I Schools	Non-Title I Schools
Teaching academically, ethnically, or linguistically diverse learners	30%	34%	25%
District or state content or performance standards	67%	62%	74%
Curriculum and instruction specific to reading or language arts	60%	57%	64%
Curriculum and instruction specific to mathematics or science	47%	40%	56%
Assessments that are linked to standards	51%	46%	56%
Enabling students to meet state or district proficiency standards	54%	52%	58%
Using student data to inform school decisions	36%	35%	36%
Developing teachers' skills in using technology	33%	36%	30%
Integrating technology into classroom instruction	29%	30%	28%
Building partnerships with parents and community	23%	21%	25%
School restructuring and governance	25%	18%	33%
Research-based whole school reform programs	21%	17%	26%

Source: School Questionnaire, item B26.

Table A7.9
 Percentage of Teachers Participating in Activities Focused on Various Topics

	Teachers		
	Classroom	Title I	Special Education
Curriculum and instruction in specific subject areas (e.g., reading/language arts, mathematics)	74%	76%	58%
Integrating technology into classroom instruction	61%	55%	61%
Developing teachers' skills in using technology	61%	51%	59%
Methods to assess student performance (e.g., portfolios)	48%	41%	44%
Parent or community involvement	40%	64%	43%
Teaching academically, ethnically, or linguistically diverse learners	38%	42%	47%
District or state content or performance standards	49%	51%	39%
Using student data to inform school decisions	34%	48%	41%

Source: Teacher Questionnaires, item 27.

Table A7.10
Types of Professional Development Activities Supported through Various Programs
(% of districts responding that funds were used for each type of activity)

Type of Activity	All sources	Title II	Title I	Goals	Title VI	Title IV	State Comp Ed
District-weighted							
Attend workshops, conferences, or institutes	100%	97%	79%	94%	13%	63%	32%
Develop curriculum	85%	67%	33%	70%	9%	32%	7%
Develop content standards or student assessments	92%	77%	37%	55%	11%	N/A	25%
Score school or district student assessments	33%	22%	23%	8%	12%	N/A	2%
Plan lessons and/or courses with other teachers	64%	49%	61%	54%	6%	43%	25%
Observe, coach, or mentor other teachers	56%	36%	30%	30%	8%	N/A	6%
Attend school or district improvement committee or task force meetings	73%	39%	52%	61%	0%	46%	5%
Participate in a study group with other teachers on a particular focus area	72%	48%	42%	48%	6%	26%	3%
Intern in a laboratory or company	13%	7%	0%	13%	1%	N/A	0%
Conduct individual research projects	16%	12%	1%	15%	1%	1%	0%
Enroll in college courses	40%	28%	12%	22%	1%	N/A	4%
Pupil-weighted							
Attend workshops, conferences, or institutes	100%	97%	84%	89%	42%	82%	58%
Develop curriculum	88%	61%	55%	72%	33%	51%	32%
Develop content standards or student assessments	88%	68%	50%	58%	29%	N/A	39%
Score school or district student assessments	41%	18%	20%	15%	35%	N/A	12%
Plan lessons and/or courses with other teachers	83%	69%	67%	69%	26%	49%	45%
Observe, coach, or mentor other teachers	79%	49%	54%	54%	30%	N/A	25%
Attend school or district improvement committee or task force meetings	79%	50%	60%	66%	3%	60%	27%
Participate in a study group with other teachers on a particular focus area	77%	58%	55%	57%	26%	30%	22%
Intern in a laboratory or company	23%	7%	1%	8%	3%	N/A	0%
Conduct individual research projects	21%	11%	6%	14%	6%	4%	1%
Enroll in college courses	48%	30%	19%	13%	4%	N/A	7%

Source: District Questionnaire: items B5, B15, D16, E8, G8, F8, H8

Table A7.11
Types of Professional Development Activities Supported by Schools
 (% of schools responding that funds were used for each type of activity)

Type of Activity	All Schools	Title I Schools	Non-Title I Schools
Attend workshops, conferences, or institutes	98%	97%	99%
Develop curriculum	92%	90%	94%
Develop content standards or student assessments	79%	78%	82%
Score school or district student assessments	47%	42%	54%
Plan lessons and/or courses with other teachers	76%	73%	80%
Observe, coach, or mentor other teachers	69%	73%	63%
Attend school or district improvement committee or task force meetings	78%	77%	79%
Participate in a study group with other teachers on a particular focus area	63%	58%	69%
Intern in a laboratory or company	13%	7%	21%
Conduct individual research projects	11%	13%	9%
Enroll in college courses	46%	48%	44%

Source: School Questionnaire, item B27

Table A7.12
Percentage of Classroom Teachers Participating in Various Types of Professional Development Activities

	All Schools	Title I Schools	Non-Title I Schools	Highest-Poverty Schools Poverty ≥ 75%	Lowest-Poverty Schools Poverty < 35%
Up to 1-day workshop	80%	83%	78%	92%	81%
2-4 day workshop	49%	42%	55%	53%	49%
5-day or more workshop	24%	22%	25%	33%	22%
Teacher conference	64%	60%	67%	62%	67%
Teacher collaborative or network	29%	21%	35%	27%	32%
Teacher study group	23%	25%	22%	31%	21%
Curriculum development	40%	34%	44%	27%	48%
Collaborative lesson planning	77%	72%	80%	77%	80%
Standards development	47%	43%	51%	48%	52%
Teacher observations	30%	34%	26%	37%	30%

Source: Teacher Questionnaire, items 20, 21, 23, 24, 26

Table A7.13
Percentage of Classroom Teachers Receiving Release Time for Various Activities*

Activity	Percentage of All Classroom Teachers	Percentage of Classroom Teachers Participating in Each Activity				
		All Schools	Title I Schools	Non-Title I Schools	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty $<$ 35%
Teacher study group*	12%	53%	61%	45%	66%	53%
Curriculum development	7%	18%	16%	20%	13%	22%
Collaborative lesson planning	15%	19%	15%	23%	16%	23%
Standards development	10%	21%	14%	26%	14%	27%
Teacher observations	3%	10%	11%	9%	13%	9%

* For teacher study groups, the question asked about meeting during the school day; not about release time.
Source: Teacher Questionnaire, items 24, 26.

Table A7.14
Number of Hours per Year Teachers Participated in Professional Development Focused on Specific Topics

Professional Development Topic	Classroom Teachers	Title I Teachers	Special Ed Teachers
Curriculum and instruction in specific subject areas (e.g., reading/language arts, mathematics)	13.2	18.9	12.2
Parent or community involvement	7.2	5.7	6.5
Teaching academically, ethnically, or linguistically diverse learners	7.1	11.9	11.3
Integrating technology into classroom instruction	6.2	10.3	6.5
Developing teachers' skills in using technology	5.1	6.9	5.0
District or state content or performance standards	5.0	5.2	3.5
Using student data to inform school decisions	4.8	7.0	7.0
Methods for assessing student performance (e.g., portfolios)	4.5	5.1	4.7

Source: Teacher Questionnaires, item 27.

Table A7.15
Number of Hours per Year Teachers Participated in Other Professional Development Activities

Professional Development Activity	Classroom Teachers	Title I Teachers	Special Ed Teachers
Informally or formally planning lessons or courses with other teachers	25.3	19.7	17.5
Developing new curriculum for the school or district	7.5	6.6	2.9
Developing content standards, performance standards, or student assessments for the school, district, or state	6.8	9.1	4.3
Informally or formally observing other teachers in their classroom for at least 30 minutes at a time	2.9	4.8	19.8

Source: Teacher Questionnaires, item 26.

Table A7.16
 Number of Hours per Year Teachers Participated in Professional Development Focused on Specific Topics,
 in Highest-Poverty and Low-Poverty Schools

Professional Development Topic	Classroom Teachers		Title I Teachers	
	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty $<$ 35%	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty $<$ 35%
Curriculum and instruction in specific subject areas (e.g., reading/language arts, mathematics)	22.9	11.3	18.0	13.2
Parent or community involvement	4.0	8.9	5.8	5.1
Teaching academically, ethnically, or linguistically diverse learners	6.2	6.3	14.2	6.3
Integrating technology into classroom instruction	5.9	6.4	11.0	6.8
Developing teachers' skills in using technology	6.1	5.2	5.6	7.8
District or state content or performance standards	5.5	5.7	4.1	2.7
Using student data to inform school decisions	4.5	5.8	4.6	3.1
Methods for assessing student performance (e.g., portfolios)	6.0	4.7	3.4	3.1

Source: Teacher Questionnaires, item 27.

Table A7.17
 Number of Hours per Year Teachers Participated in Other Professional Development Activities,
 in Highest-Poverty and Low-Poverty Schools

Professional Development Activity	Classroom Teachers		Title I Teachers	
	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty < 35%	Highest-Poverty Schools Poverty \geq 75%	Low-Poverty Schools Poverty < 35%
Informally or formally planning lessons or courses with other teachers	25.3	23.9	22.9	16.4
Developing new curriculum for the school or district	4.3	9.1	5.8	5.4
Developing content standards, performance standards, or student assessments for the school, district, or state	6.8	7.7	8.3	10.9
Informally or formally observing other teachers in their classroom for at least 30 minutes at a time	3.5	3.0	2.7	4.3

Source: Teacher Questionnaires, item 26.

Table A7.18
 Factors that Influence Decisions About How to Use Title II Funds and Professional Development Funds Overall
 (% of districts responding factor is "extremely influential")

	Title II Funds	Professional Development Funds
Priorities of constituents		
State policies	45%	47%
Long-term district plan	61%	60%
Priorities of individual schools	41%	42%
Parent priorities	8%	17%
Factors and data sources		
Student performance data	57%	59%
Assessment of teacher needs	54%	43%
Results of local program evaluations	19%	30%
Research showing that particular program models work well	24%	17%
Need to document use of resources for audit purposes	4%	6%
Availability of other federal funds	2%	5%
Availability of state, local, or private funds	3%	10%

Source: District Questionnaire, items B2, B12.

Table A7.19
 Role of Constituents in Deciding How Districts Use Title II Funds and Professional Development Funds Overall
 (% of districts reporting constituent is a primary decisionmaker)

	Title II Funds	Professional Development Funds
Title II administrator	46%	45%
Other district federal program administrator	14%	32%
District curriculum or instructional administrators	54%	55%
School board	2%	8%
Principals and other school administrators	24%	37%
Teachers	25%	29%
Parents	2%	6%

Source: District Questionnaire, items B3, B13.

Table A7.20
 Control of Decisions about the Use of Title II Funds
 (Percent of districts reporting decisions are made by the district, schools, or jointly)

	Percent of Districts*
Decisions made entirely by district	4%
Decisions made mainly by districts with input from schools	27%
Decisions made jointly by district and schools	52%
Decisions made mainly by schools with input from district	12%
Decisions made by schools	6%

*Total is 101% due to rounding.
 Source: District Questionnaire, item B10.

Technology

Table A8.1

Financial Contribution of Five Federal Education Programs to Technology (1997-98 School Year)

	Amount	% of Total
Technology programs	\$244,000,000	35%
Technology Literacy Challenge Fund	\$187,000,000	27%
Technology Innovation Challenge Grants	\$57,000,000	8%
Other federal programs	\$454,000,000	66%
Title I	\$287,000,000	42%
Goals 2000	\$85,000,000	12%
Title VI	\$72,000,000	10%
Total of five federal programs	\$688,000,000	100%

Source: Funding for federal technology programs is based on FY 1997 appropriations. Funding for other federal programs is based on school district reports of program expenditures collected through the SERFF.

Table A8.2
 District Uses of Technology Funds
 (% using funds a "a great deal" for various strategies)

Strategy	% of Districts Using Funds "A Great Deal" for Each Strategy	% of Students in Districts Using Funds "A Great Deal" for Each Strategy
Increasing teachers' access to computer technology	84%	74%
Increasing students' access to computer technology in classrooms	83%	76%
Developing teachers' skills in using technology	75%	69%
Integrating technology into classroom instruction	72%	64%
Increasing students' access to the Internet	71%	73%
Increasing students' access to computer technology in media centers or libraries	69%	67%
Aligning technology with content and performance standards	41%	45%
Supporting school-based improvement efforts	33%	38%
Leveraging other funds	24%	34%
Improving communication with parents	10%	15%
Supporting classroom partnerships with universities or libraries	1%	8%

Source: District Questionnaire, item C1.

Table A8.3
Factors that Influence District Decisions About How to Use Technology Funds

	Extremely Influential		Somewhat Influential or Influential
	% of Districts Reporting Factor is "Extremely Influential"	% of Students in Districts Reporting Factor is "Extremely Influential"	% of Students in Districts Reporting Factor is "Somewhat Influential" or "Influential"
State policies	39%	37%	61%
Long-term district plan	79%	70%	28%
Priorities of individual schools	38%	31%	67%
Parent priorities	11%	9%	87%
Extent of need for technological equipment, software, and training at individual schools	47%	41%	56%
Supporting special technology programs at individual schools	27%	15%	76%
Availability of state, local, or private funds	13%	27%	70%
Concentrations of low-income students at individual schools	14%	18%	57%
Availability of other federal funds	5%	16%	73%
Need to document use of resources for audit purposes	1%	5%	70%

Source: District Questionnaire, item C2.

Table A8.4
 District Professional Development Activities Related to Using Technology
 (% reporting that professional development activities focus “a great deal”
 on using technology to support or enhance various activities)

Topic	% of Districts	% of Students Enrolled in These Districts
Developing teachers’ skills in using technology	91%	81%
Enabling students to meet state or district proficiency standards	72%	52%
Curriculum and instruction specific to mathematics or science	47%	40%
District or state content or performance standards	44%	49%
Using student data to inform school decisions	34%	38%
Curriculum and instruction specific to reading or language arts	32%	37%
Assessments that are linked to standards	31%	28%
Building partnerships with parents and community	20%	11%
School restructuring and governance	10%	12%
Teaching academically, ethnically, or linguistically diverse learners	10%	19%
Research-based whole school reform programs	6%	10%

Source: District Questionnaire, item C5.

Table A8.5
Number of Computers Schools Received From Various Sources in 1997-98

	Average Number of New Computers Per 500 Students in the School				
	Total	State/Local Funds	Private Sources	Title I Funds	Other Federal Funds
All Schools					
All schools	11.9	7.8	1.2	1.5	1.3
Highest-poverty schools (Poverty \geq 75%)	13.9	5.3	1.3	4.0	3.3
Low-poverty schools (Poverty < 35%)	10.7	8.4	1.1	0.4	0.9
Title I schools	12.4	5.7	1.7	3.2	1.8
Non-Title I schools	11.3	9.7	0.8	0.0	0.8
Elementary Schools					
All schools	12.6	7.0	1.2	2.7	1.6
Highest-poverty schools (Poverty \geq 75%)	13.7	5.3	0.5	4.5	3.4
Low-poverty schools (Poverty < 35%)	9.1	7.1	1.1	0.5	0.4
Title I schools	14.4	7.6	1.0	3.8	2.1
Non-Title I schools	8.2	5.7	1.9	0.0	0.6
Secondary Schools					
All schools	11.3	8.5	1.3	0.6	1.0

Source: School Questionnaire, item B21.

Table A8.6
 Percentage of New Computers Schools Received in 1997-98
 That Were Provided Through Title I and All Federal Funds

	Title I Funds	All Federal Funds
All Schools		
All schools	13%	24%
Highest-poverty schools (Poverty \geq 75%)	29%	53%
Low-poverty schools (Poverty < 35%)	4%	12%
Title I schools	26%	40%
Non-Title I schools	0%	7%
Elementary Schools		
All schools	21%	34%
Highest-poverty schools (Poverty \geq 75%)	33%	58%
Low-poverty schools (Poverty < 35%)	5%	10%
Title I schools	26%	41%
Non-Title I schools	0%	7%
Secondary Schools		
All schools	5%	14%

Source: School Questionnaire, item B21.

Table A8.7
Number of Computers, Quality, and Connectivity

	Number of Students per Computer	Percent of Instructional Computers that are Multimedia	Percent of Instructional Computers that have Access to the Internet
All Schools			
All schools	12.6	43%	31%
Title I schools	13.5	39%	28%
Non-Title I schools	11.6	46%	35%
Highest-poverty schools (Poverty \geq 75%)	17.0	41%	22%
Low-poverty schools (Poverty < 35%)	11.7	41%	34%
Elementary Schools			
All schools	13.6	46%	31%
Title I schools	14.1	44%	29%
Non-Title I schools	12.1	52%	36%
Highest-poverty schools (Poverty \geq 75%)	16.9	40%	23%
Low-poverty schools (Poverty < 35%)	11.5	52%	38%
Secondary Schools			
All schools	11.9	40%	32%

Source: School Questionnaire, items B18, B19.

Table A8.8
Connectivity of Classrooms

	Percent Having a Computer with Internet Access	Percent Linked Together in a LAN	Percent Connected to the District Office, Colleges, Universities, or Public Libraries through a WAN
All Schools			
All schools	35%	43%	28%
Title I schools	33%	36%	23%
Non-Title I schools	37%	48%	33%
Highest-poverty schools (Poverty \geq 75%)	26%	30%	14%
Low-poverty schools (Poverty < 35%)	35%	44%	31%
Elementary Schools			
All schools	39%	41%	24%
Title I schools	38%	40%	23%
Non-Title I schools	43%	45%	28%
Highest-poverty schools (Poverty \geq 75%)	27%	31%	15%
Low-poverty schools (Poverty < 35%)	45%	51%	31%
Secondary Schools			
All schools	32%	43%	31%

Source: School Questionnaire, items B22a, B23a, B24a, B25a.

Table A8.9
Frequency That Teacher Lessons Require Students to Use Computers and the Internet

Frequency	% of Classroom Teachers			% of Title I Teachers		
	All Schools	Elementary Schools	Secondary Schools	All Schools	Elementary Schools	Secondary Schools
Teacher Lessons Require Students to Use Computers						
Several times daily	5%	6%	4%	7%	8%	3%
Daily or almost daily	12%	22%	4%	19%	20%	12%
Once or twice a week	28%	37%	21%	30%	31%	26%
Once or twice a month	25%	15%	34%	13%	12%	17%
Never or hardly ever	30%	20%	38%	31%	29%	41%
Teacher Lessons Require Students to Use the Internet						
Several times daily	0%	0%	1%	0%	0%	2%
Daily or almost daily	3%	5%	1%	0%	0%	0%
Once or twice a week	10%	15%	5%	10%	11%	4%
Once or twice a month	20%	18%	21%	21%	22%	14%
Never or hardly ever	67%	62%	71%	69%	67%	80%

Source: Teacher Questionnaires, items 13, 14a.

Table A8.10
Barriers to Effective Use of Technology
 (% of schools and teachers responding that item is a "moderate" or "great" barrier to effective use of technology)

Barrier	% of Schools	% of Classroom Teachers	% of Title I Teachers
All Schools			
Insufficient teacher understanding of ways to integrate technology into the curriculum	70%	45%	49%
Lack of software that is integrated with the school's curriculum	68%	60%	51%
Insufficient number of computers	66%	71%	58%
Insufficient technical support	58%	49%	45%
Elementary Schools			
Insufficient teacher understanding of ways to integrate technology into the curriculum	67%	43%	46%
Lack of software that is integrated with the school's curriculum	64%	58%	50%
Insufficient number of computers	59%	69%	58%
Insufficient technical support	58%	50%	45%
Secondary Schools			
Insufficient teacher understanding of ways to integrate technology into the curriculum	75%	48%	60%
Lack of software that is integrated with the school's curriculum	77%	65%	54%
Insufficient number of computers	79%	75%	57%
Insufficient technical support	59%	49%	43%

Source: School Questionnaire, item B26; Teacher Questionnaires, item 15.

Standards-Based Reform and Goals 2000

Table A9.1
District Uses of Goals 2000 Funds

Strategy	% of Goals Districts Using Funds "A Great Deal" for Each Strategy	% of Students Enrolled in Goals Districts Using Funds "A Great Deal" for Each Strategy
Providing professional development linked to standards	89%	80%
Aligning curricula and instructional materials with content/performance standards	76%	61%
Developing or adopting assessments linked to standards	70%	53%
Expanding the use of technology	62%	52%
Supporting school-based improvement efforts	48%	63%
Building partnerships with parents and community	40%	36%
Leveraging other funds	25%	27%
Providing supplemental targeted academic services to students	18%	31%
Increasing instructional time for low-achieving students	2%	12%
Coordinating health and social services for students	1%	6%
Reducing class size	0%	1%

Source: District Questionnaire, item G2.

Table A9.2
Factors that Influence District Decisions About How to Use Goals 2000 Funds

Factor	% of Goals Districts Reporting Each Factor is "Extremely Influential"	% of Students in Goals Districts Reporting Each Factor is "Extremely Influential"
State policies	54%	51%
Long-term district plan	71%	63%
Priorities of individual schools	51%	46%
Parent priorities	13%	12%
Student performance data	56%	52%
Results of local program evaluations	34%	31%
Research showing that particular program models work well	33%	33%
Availability of state, local, or private funds	8%	15%
Need to document use of resources for audit purposes	6%	11%
Availability of other federal funds	3%	9%

Source: District Questionnaire, items F3, G3.

Table A9.3
Role of Constituents in Deciding How to Use Goals 2000 Funds

	Percent of District Goals 2000 Coordinators that Reported Constituent is a Primary Decisionmaker
Goals 2000 administrator	56%
Other district federal program administrator	6%
District curriculum or instructional administrators	42%
School board	8%
Principals and other school administrators	33%
Teachers	26%
Parents	3%

Source: District Questionnaire, item G4.

Table A9.4
Control of Decisions About the Use of Goals 2000 Funds

	Percent of Districts
Decisions made entirely by district	9%
Decisions made mainly by districts with input from schools	29%
Decisions made jointly by district and schools	44%
Decisions made mainly by schools with input from district	15%
Decisions made by schools	3%

Source: District Questionnaire, item G5.

Table A9.5
How Districts Target Goals 2000 Funds

Funds Are Targeted To:	% of Districts Using Each Method	% of Students Enrolled in Districts Using Each Method
All schools in the district	35%	28%
All schools or teachers that wish to participate	39%	34%
Schools with low student achievement	23%	26%
Schools with high concentrations of low-income students	1%	7%
Schools that receive fewer resources from other federal programs or other sources	0%	3%
Schools identified for improvement under Title I	0%	2%

Source: District Questionnaire, item G10.

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Table A9.6
Percentage of District Goals 2000 Coordinators Reporting
Discussions with Other Program Coordinators at Least Once a Month

Funding Source	% of Goals 2000 Coordinators Who Have Discussions at Least Once a Month with Other Program Coordinators	% of Students in Districts Whose Goals Coordinators Report that They Have Discussions at Least Once a Month with Other Program Coordinators
Title II	66%	61%
Title VI	57%	56%
Title I	53%	58%
Title IV	54%	42%
State Compensatory Education	36%	39%

Source: District Questionnaire, item G9.

Table A9.7
Percentage of Districts that Combine Goals 2000 Funds with Other Funds
to Support Professional Development Activities

Funding Source	% of Districts Combining Goals 2000 Funds with Funds from Each Source	% of Students Enrolled in Districts Combining Goals 2000 Funds with Funds from Each Source
State/local funds	95%	85%
Title II	64%	50%
Title I	37%	47%
Title IV	28%	15%
Other federal	16%	28%
Title III	13%	9%
Title VI	13%	30%
Any federal funds	72%	71%

Source: District Questionnaire, item G11.

Table A9.8
Use of Goals 2000 Funds for Professional Development Focused on Specific Topics

Topic	% of Districts Focusing Goals 2000 Professional Development Activities “A Great Deal” on Each Topic	% of Students Enrolled in Districts Focusing Goals 2000 Professional Development Activities “A Great Deal” on Each Topic
Teaching academically, ethnically, or linguistically diverse learners	39%	39%
District or state content or performance standards	71%	69%
Curriculum and instruction specific to reading or language arts	40%	53%
Curriculum and instruction specific to mathematics or science	33%	36%
Assessments that are linked to standards	46%	53%
Enabling students to meet state or district proficiency standards	71%	66%
Using student data to inform school decisions	23%	34%
Developing teachers' skills in using technology	15%	23%
Integrating technology into classroom instruction	17%	27%
Building partnerships with parents and community	6%	17%
School restructuring and governance	5%	15%
Research-based whole school reform programs	31%	19%

Source: District Questionnaire, item G7.

Title VI

Table A10.1
District Uses of Title VI Funds

Strategy	% of Title VI Districts Using Funds "A Great Deal" for Each Strategy	% of Students Enrolled in Title VI Districts Using Funds "A Great Deal" for Each Strategy
Acquiring educational materials, including library materials and software	58%	63%
Expanding the use of technology	39%	41%
Providing supplemental targeted academic services to students	34%	29%
Supporting school-based improvement efforts	17%	33%
Providing professional development linked to standards	13%	33%
Aligning curricula and instructional materials with content/performance standards	13%	27%
Leveraging other funds	13%	19%
Building partnerships with parents and community	10%	16%
Developing or adopting assessments linked to standards	5%	17%
Coordinating health and social services for students	3%	9%
Reducing class size	3%	5%
Increasing instructional time for low-achieving students	2%	9%

Source: District Questionnaire, item F2.

Table A10.2
Factors that Influence District Decisions About How to Use Title VI Funds

Factor	% of Title VI Districts Reporting Each Factor is "Extremely Influential"	% of Students in Title VI Districts Reporting Each Factor is "Extremely Influential"
State policies	21%	30%
Long-term district plan	52%	46%
Priorities of individual schools	52%	48%
Parent priorities	15%	8%
Student performance data	28%	36%
Research showing that particular program models work well	24%	24%
Results of local program evaluations	18%	29%
Need to document use of resources for audit purposes	7%	17%
Availability of state, local, or private funds	6%	16%
Availability of other federal funds	3%	8%

Source: District Questionnaire, item F3.

Table A10.3
How Districts Target Title VI Funds

Funds Are Targeted To:	% of Districts Using Each Method	% of Students Enrolled in Districts Using Each Method
All schools in the district	43%	55%
All schools or teachers that wish to participate	25%	25%
Schools that receive fewer resources from other federal programs or other sources	17%	8%
Schools identified for improvement under Title I	11%	4%
Schools with low student achievement	4%	6%
Schools with high concentrations of low-income students	0%	2%

Source: District Questionnaire, item F10.

Table A10.4
Percentage of District Title VI Coordinators Reporting
Discussions with Other Program Coordinators at Least Once a Month

Funding Source	% of Title VI Coordinators Who Report that They Have Discussions at Least Once a Month with Other Program Coordinators	% of Students in Districts Whose Title VI Coordinators Report that They Have Discussions at Least Once a Month with Other Program Coordinators
State Compensatory Education	56%	48%
Title I	56%	58%
Title II	34%	42%
Goals 2000	24%	43%
Title IV	16%	29%

Source: District Questionnaire, item F9.

Table A10.5
Percentage of Districts that Combine Title VI Funds with Other Funds
to Support Professional Development Activities

Funding Source	% of Districts Combining Title VI Funds with Funds from Each Source	% of Students Enrolled in Districts Combining Title VI Funds with Funds from Each Source
Title I	42%	68%
Title III	34%	46%
Title IV	38%	57%
Title II	29%	54%
Other federal	27%	49%
Goals 2000	20%	42%
State/local funds	1%	6%
Any federal funds	50%	78%

Source: District Questionnaire, item F11.

Table A10.6
Professional Development Topics Supported with Title VI Funds
(in districts that use Title VI funds for professional development)

Topic	% of Districts Focusing Title VI Professional Development Activities “A Great Deal” on Each Topic	% of Students Enrolled in Districts Focusing Title VI Professional Development Activities “A Great Deal” on Each Topic
Teaching academically, ethnically, or linguistically diverse learners	22%	42%
District or state content or performance standards	44%	57%
Curriculum and instruction specific to reading or language arts	36%	57%
Curriculum and instruction specific to mathematics or science	29%	34%
Assessments that are linked to standards	25%	30%
Enabling students to meet state or district proficiency standards	40%	55%
Using student data to inform school decisions	23%	32%
Developing teachers' skills in using technology	18%	33%
Integrating technology into classroom instruction	26%	32%
Building partnerships with parents and community	37%	24%
School restructuring and governance	15%	15%
Research-based whole school reform programs	11%	17%

Source: District Questionnaire, item F7.

Note: This table differs from Table A4.5 because this table reports results as a percentage of districts using Title VI funds for professional development, while Table A4.5 reports results as a percentage of all Title VI districts. Only 24 percent of all districts reported using Title VI funds for any professional development activities.

Table A10.7
Role of Constituents in Deciding How to Use Title VI Funds

	Percent of District Title VI Coordinators that Reported Constituent is a Primary Decisionmaker
Title VI administrator	41%
Other district federal program administrator	13%
District curriculum or instructional administrators	31%
School board	9%
Principals and other school administrators	33%
Teachers	25%
Parents	9%

Source: District Questionnaire, item F4.

Table A10.8
Control of Decisions About the Use of Title VI Funds

	Percent of Districts*
Decisions made entirely by district	7%
Decisions made mainly by districts with input from schools	32%
Decisions made jointly by district and schools	37%
Decisions made mainly by schools with input from district	12%
Decisions made by schools	11%

*Total is 99% due to rounding.

Source: District Questionnaire, item F5.

Safe and Drug-Free Schools

Table A11.1
District Uses of Title IV Funds

Strategy	% of Title IV Districts Using Funds "A Great Deal" for Each Strategy	% of Students Enrolled in Title IV Districts Using Funds "A Great Deal" for Each Strategy
Affecting student attitudes related to drug use or violence	83%	84%
Responding to needs of students at high risk for drug use and violence	58%	70%
Improving staff knowledge and skills for preventing violence and use of alcohol, tobacco, and other drugs	47%	58%
Reducing bias-related incidents and improving student attitudes related to bias and prejudice	37%	38%
Building partnerships with parents and community	26%	44%
Improving discipline in classrooms or throughout schools	19%	32%
Providing safe havens through before-school and after-school programs	7%	18%
Leveraging other funds	5%	17%
Improving school security or providing safe zones of passage to and from school	4%	11%

Source: District Questionnaire, item E2.

Table A11.2
Professional Development Topics Supported with District Title IV Funds

Topic	% of Districts Focusing Title IV Professional Development Activities "A Great Deal" on Each Topic	% of Students Enrolled in Districts Focusing Title IV Professional Development Activities "A Great Deal" on Each Topic
Preventing alcohol, tobacco, and other drug use and violence among students	53%	64%
Using student data to inform school decisions about drug and violence prevention	36%	41%
District or state goals or objectives for drug and violence prevention	28%	37%
Building partnerships with parents and community	25%	40%
Preventing drug use and violence among academically, ethnically, or linguistically diverse students	14%	27%

Source: District Questionnaire, item E7

Table A11.3
Percentage of Districts Using Title IV Funds to Support Student Participation in Prevention Activities

Activity	% of Title IV Districts Using Funds for Each Activity	% of Students in Title IV Districts Using Funds for Each Activity
Attend specialized training (e.g., peer mediation)	74%	80%
Serve as instructors or peer leaders in school-based projects related to drug and violence prevention	57%	68%
Participate in school committees, panels, or councils	48%	57%
Serve as instructors or peer leaders in community-based projects related to drug and violence prevention	40%	50%

Source: District Questionnaire, item E9.

Table A11.4
Factors that Influence District Decisions About How to Use Title IV Funds

Factor	% of Title IV Districts Reporting Each Factor is "Extremely Influential"	% of Students in Title IV Districts Reporting Each Factor is "Extremely Influential"
State policies	37%	43%
Long-term district plan	44%	46%
Priorities of individual schools	31%	37%
Parent priorities	20%	18%
Rates of alcohol and drug use among school-age population	52%	61%
Incidences of violence and crime in schools	41%	57%
Results of local program evaluations	36%	38%
Rates of discipline problems in schools	28%	43%
Community-based efforts related to drug or violence prevention	26%	29%
Research showing that particular program models work well	26%	35%
Dropout rates	24%	31%
Student performance data	23%	32%
Availability of state, local, or private funds	9%	14%
Availability of other federal funds	6%	7%
Need to document use of resources for audit purposes	7%	18%

Source: District Questionnaire, item E3.

Table A11.5
How Districts Target Title IV Funds

Funds Are Targeted To:	% of Districts Using Each Method	% of Students Enrolled in Districts Using Each Method
All schools or teachers that wish to participate	21%	23%
All schools in the district	74%	70%
Schools with low student achievement	2%	2%
Schools with high concentrations of low-income students	2%	3%
Schools that receive fewer resources from other federal programs or other sources	1%	2%
Schools identified for improvement under Title I	0%	0%

Source: District Questionnaire item E11.

Appendix B

Data Collection Instruments

③ District Questionnaire

Study of Education Resources and Federal Funding

INSTRUCTIONS: The district questionnaire has been divided into eight parts, so that each part can be completed by the person most responsible for each of the federal programs being studied. If your district does not receive funds from a particular program, please check the N/A column. Once these parts are completed they should be brought back together and placed in the folder provided. Please insert the folder into the self-addressed Federal Express package provided and send to the AIR/PSA data collector.

Part	Description	Do Not Receive Funds	Name and Title of Respondent		Phone Number of Respondent	
			Respondent Name (Last, First, MI) Respondent Title (e.g., Title I Director)	Area Code	Phone Number	Ext.
A.	General Information	<input type="checkbox"/>				
B.	Professional Development and Title II (Eisenhower Program)	<input type="checkbox"/>				
C.	Technology	<input type="checkbox"/>				
D.	Title I, Part A	<input type="checkbox"/>				
E.	Title IV (Safe and Drug-Free Schools and Communities)	<input type="checkbox"/>				
F.	Title VI (Innovative Education Program Strategies)	<input type="checkbox"/>				
G.	Goals 2000	<input type="checkbox"/>				
H.	State Compensatory Education	<input type="checkbox"/>				

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 1875-0146. The time required to complete this information collection is estimated to average 2 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding your individual submission of this form, write directly to: Stephanie Stullich, Planning and Evaluation Service, U.S. Department of Education, 600 Independence Avenue, S.W., Room 4133, Washington, D.C. 20202.

OMB Number 1875-0146 Expiration Date: March 2001

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Study of Education Resources and Federal Funding District Questionnaire

Part A: General Information

1. What is the lowest grade level served by the district? (CIRCLE ONE)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

2. What is the highest grade level served by the district? (CIRCLE ONE)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

3. As of October 1, 1997, or the nearest date for which information is readily available, please record the total enrollment and the composition of total enrollments by instructional program, and by status as limited English proficient.

Enrollment Classification	Number of Students	Date of Count
a. Total Enrollment (Include Kindergarten through Grade 12.)	_____	_____
b. Total Number of Students Served by Program		
1. Title I Targeted Assistance Schools <i>(Do not include students in schools with schoolwide Title I programs.)</i>	_____	_____
2. State Compensatory Education <i>(Some states provide supplemental funds for targeted services designed to improve the achievement of economically or educationally disadvantaged students.)</i>	_____	_____
3. Migrant Education	_____	_____
4. Special Education	_____	_____
c. Number of Limited English Proficient Students	_____	_____

4. As of October 1, 1997, or the nearest date for which information is readily available, please record the number of children eligible for free or reduced-price lunch

total number of students eligible for free or reduced-price lunches: _____

date of count: _____

Once completed, please return this questionnaire to the designated study coordinator for your district. Thank you for your participation!

Study of Education Resources and Federal Funding District Questionnaire

Part B: Professional Development and Title II Eisenhower Program

Questions 1–5 refer to your district's overall use of funds for professional development. Questions 6–15 refer specifically to your district's use of Title II Eisenhower Program Funds.

1. To what extent is your district using funds for professional development to support the following strategies for improving student performance? *(PLEASE CHECK ONE BOX ON EACH LINE)*

	Not at All	Moderately	A Great Deal
a. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Equipping teachers to meet the special needs of academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Building technology literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent do each of the following factors influence decisions about the use of professional development funds in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assessment of teacher needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What role do each of the following groups of people have in making decisions about how funds available for professional development are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District professional development administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In the past two years, to what extent have professional development activities planned by your district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Integrating technologies into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In the past two years, did your district pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school or district student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school or district improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

6. Did your district receive Title II Eisenhower Professional Development funds for the 1997–98 school year?

- Yes → **GO TO QUESTION 7**
 No → **STOP—PART B IS COMPLETE**

7. Is your district a member of a Title II Eisenhower consortium?

- Yes → **GO TO QUESTION 8**
 No → **SKIP TO QUESTION 9**

8. Is your district the fiscal agent for the Title II Eisenhower consortium?

- Yes
 No

9. Which of the following funding sources is your district using to provide local matching funds for the Title II Eisenhower program this year? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No	Not Applicable
a. Title I, Part A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title III, Technology Literacy Challenge Fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title IV, Safe and Drug-Free Schools and Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title VI, Innovative Education Program Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. National Science Foundation grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Private sources (e.g., support from foundations, businesses, parents, or community groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the following best describes how decisions are made about the use of Title II Eisenhower funds? (PLEASE CHECK ONE BOX)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

11. To what extent is your district using Title II Eisenhower funds to support the following strategies for improving student performance?

(PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Equipping teachers to meet the special needs of academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supporting new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do each of the following factors influence decisions about the use of Title II Eisenhower funds?
 (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assessment of teacher needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Need to document use of resources for audit papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. What role do each of the following groups of people have in making decisions about how Title II Eisenhower funds are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District Title II and professional development administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. In the past two years, to what extent have professional development activities funded by Title II Eisenhower and planned by the district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In the past two years, were Title II Eisenhower funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school, district, or state student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

16. About how often do you discuss program coordination with staff from the following programs? (PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Which of the following best represents how your district uses Title II funds? (PLEASE CHECK **ONE** BOX)

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

18. Are professional development activities funded by Title II co-funded with the following other programs? (PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

Study of Education Resources and Federal Funding District Questionnaire

Part C: Technology

1. To what extent is your district using funds available for technology to support the following strategies for improving student performance? (PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Not at All	Moderately	A Great Deal
a. Aligning technology with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing students' access to computer technology in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increasing students' access to computer technology in media centers or libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increasing students' access to computer technology in laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Increasing students' access to the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Increasing teachers' access to computer technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Supporting classroom partnerships with universities or libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Improving communication with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent do each of the following factors influence decisions about the use of funds available in your district for technology? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Extent of need for technological equipment, software, and training at individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Supporting special technology programs at individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Concentration of low income students at individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document the use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What role do each of the following groups of people have in making decisions about how funds available for technology are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District technology administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Which of the following best describes how decisions are made about the use of resources for technology?
(PLEASE CHECK **ONE** BOX)

- Decisions made entirely by district
- Decisions made mainly by district with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

5. In the past two years, to what extent have professional development activities planned by your district focused on using technology to support or enhance the following? (PLEASE CHECK **ONE** BOX ON EACH LINE)

- | | Not at All | Moderately | A Great Deal |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| a. Teaching academically, ethnically, or linguistically diverse learners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. District or state content or performance standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Curriculum and instruction specific to reading or language arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Curriculum and instruction specific to mathematics or science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Assessments that are linked to standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Developing teachers' skills in using technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Enabling students to meet state or district proficiency standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using student data to inform school decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Building partnerships with parents and community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. School restructuring and governance
(e.g., site-based management, forming schools within schools) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Research-based whole school reform programs
(e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Did your district receive a grant from the Title III Technology Literacy Challenge Fund for the 1997–98 school year?

- Yes → **GO TO QUESTION 7**
- No → **STOP—PART C IS COMPLETE**

7. About how often do you discuss program coordination with staff from the following programs?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Which of the following best represents how your district uses Title III Technology Literacy Challenge Fund resources?
(PLEASE CHECK ONE BOX)

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

9. Are professional development activities funded by Title III co-funded with the following other programs?
(PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

Study of Education Resources and Federal Funding District Questionnaire

Part D: Title I Program

1. Did your district receive Title I funding for the 1997–98 school year?

- Yes → **GO TO QUESTION 2**
 No → **STOP—PART D IS COMPLETE**

2. What poverty measure(s) does your district use for ranking school attendance areas for your Title I application?
 (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Children eligible for free and reduced-price lunches under the National Free School Lunch Act	<input type="checkbox"/>	<input type="checkbox"/>
b. Children ages 5–7 in poverty counted in the most recent census data approved by the Secretary of Education	<input type="checkbox"/>	<input type="checkbox"/>
c. Children in families receiving assistance under the Aid to Families with Dependent Children (AFDC) program	<input type="checkbox"/>	<input type="checkbox"/>
d. Children eligible to receive medical assistance under the Medicaid program	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

3. Does your district use a method for counting children from low income families in middle and high schools that differs from the method used for elementary schools?

- Yes → **GO TO QUESTION 4**
 No → **GO TO QUESTION 5**
 Not Applicable—no middle or high school students in district → **GO TO QUESTION 5**

4. Which one of the following methods does your district use to count children from low income families in middle and high schools? (PLEASE CHECK ONE BOX)

- a. Count of low income children in each middle or high school
- b. Estimate based on the number of low income children in feeder schools
- c. Estimate based on a survey of parents
- d. Other (specify) _____

5. Which one of the following methods does your district use to select schools for Title I funding? (PLEASE CHECK ONE BOX)

- a. Districtwide ranking
- b. Ranking schools within grade span groupings
- c. Districtwide ranking for schools above 75 percent poverty, grade span ranking for remaining schools
- d. Not applicable—less than 1000 students enrolled in district or only one school per grade span

6. To what extent did the following factors influence decisions about how many schools the district would serve with Title I funds? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat influential	Influential	Extremely Influential
a. Wanted to serve as many schools as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Wanted to concentrate funds on fewer schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. District priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Data on student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Availability of other federal resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Availability of other state and local resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent is your district using Title I funds to support the following strategies for improving student performance?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Increasing instructional time for low-achieving students through before-school, after-school, weekend, or summer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing supplemental targeted academic services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reducing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing early intervention or early childhood education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Coordinating with other public agencies to provide health and social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent do each of the following factors influence decisions about the use of Title I funds?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What role do each of the following groups of people have in making decisions about how Title I funds are used in your district? (CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District Title I administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the following best describes how decisions are made about the use of Title I funds a) retained at the district level, and b) allocated to schools?

A. Title I funds retained at the district level (*PLEASE CHECK ONE BOX*)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

B. Title I funds allocated to schools (*PLEASE CHECK ONE BOX*)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

11. Did your district receive Chapter 1 funds before the reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994 (that is, prior to the 1995–96 school year)?

- Yes → **GO TO QUESTION 12**
- No → **SKIP TO QUESTION 14**

12. To what extent did the following provisions of the reauthorization of ESEA in 1994 increase your district's flexibility in using federal funds? (*PLEASE CHECK ONE BOX ON EACH LINE*)

- | | Not at All | Moderately | A Great Deal |
|---------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| a. Title I schoolwide programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Waiver of federal education provisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Consolidation of federal administrative funds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Shift in accountability emphasis from procedural compliance to student performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Since reauthorization of ESEA in 1994, overall has your district's **flexibility** in using its Title I funds increased, decreased, or remained the same? (PLEASE CHECK ONE BOX)

- Increased
- Decreased
- Remained the same

14. In the past two years, have Title I funds supported any professional development activities planned by the district?

- Yes → **GO TO QUESTION 15**
- No → **SKIP TO QUESTION 17**

15. In the past two years, to what extent have professional development activities funded by Title I and planned by the district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderate	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. In the past two years, were Title I funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school, district, or state student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

17. About how often do you discuss program coordination with staff from the following programs? (PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Are professional development activities funded by Title I co-funded with the following other programs?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Study of Education Resources and Federal Funding District Questionnaire

Part E: Title IV, Safe and Drug-Free Schools and Communities

1. Did your district receive Title IV funds for the 1997–98 school year?

- Yes → **GO TO QUESTION 2**
 No → **STOP—PART E IS COMPLETE**

2. To what extent is your district using Title IV funds to support the following strategies for reducing or preventing school violence and student use of alcohol, tobacco, and other drugs? (**PLEASE CHECK ONE BOX ON EACH LINE**)

	Not at All	Moderately	A Great Deal
a. Improving school security or providing safe zones of passage to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improving discipline in classrooms or throughout schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Affecting student attitudes related to drug use or violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reducing bias-related incidents and improving student attitudes related to bias and prejudice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing safe havens through before-school and after-school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Responding to needs of students at high risk for drug use and violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improving staff knowledge and skills for preventing violence and use of alcohol, tobacco, and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do each of the following factors influence decisions about the use of Title IV funds?
 (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Rates of alcohol and drug use among school-age population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Incidences of violence and crime in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dropout rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Rates of discipline problems in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Community-based efforts related to drug or violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What role do each of the following groups of people have in making decisions about how Title IV funds are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District Title IV administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following best describes how decisions are made about the use of Title IV funds? (PLEASE CHECK ONE BOX ON EACH LINE)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

6. In the past two years, have Title IV funds supported any professional development activities planned by the district?

- Yes → **GO TO QUESTION 7**
- No → **SKIP TO QUESTION 9**

7. In the past two years, to what extent have professional development activities funded by Title IV and planned by the district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Preventing alcohol, tobacco, and other drug use and violence among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Preventing drug use and violence among academically, ethnically, or linguistically diverse students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District or state goals or objectives for drug and violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using student data to inform school decisions about drug and violence prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In the past two years, were Title IV funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
e. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
f. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>

9. In the past two years, were Title IV funds used to pay for costs associated with having students participate in the following activities related to program development and delivery? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend specialized training (e.g., peer mediation)	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in school committees, panels, or councils	<input type="checkbox"/>	<input type="checkbox"/>
c. Serve as instructors or peer leaders in school-based projects related to drug and violence prevention	<input type="checkbox"/>	<input type="checkbox"/>
d. Serve as instructors or peer leaders in community-based projects related to drug and violence prevention	<input type="checkbox"/>	<input type="checkbox"/>

10. About how often do you discuss program coordination with staff from the following programs?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Which of the following best represents how your district uses Title IV funds? (PLEASE CHECK ONE BOX)

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

12. Are professional development activities funded by Title IV co-funded with the following other programs?
(PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

Study of Education Resources and Federal Funding District Questionnaire

Part F: Title VI, Innovative Education Program Strategies

1. Did your district receive Title VI funding for the 1997–98 school year?

- Yes → **GO TO QUESTION 2**
 No → **STOP—PART F IS COMPLETE**

2. To what extent is your district using Title VI funds to support the following strategies for improving student performance?
 (PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Not at All	Moderately	A Great Deal
a. Increasing instructional time for low-achieving students through before-school, after-school, weekend, or summer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing supplemental targeted academic services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reducing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Acquiring educational materials, including library materials and software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Coordinating with other public agencies to provide health and social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do each of the following factors influence decisions about the use of Title VI funds?
 (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What role do each of the following groups of people have in making decisions about how Title VI funds are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District Title VI administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following best describes how decisions are made about the use of Title VI funds? (PLEASE CHECK ONE BOX)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

6. In the past two years, have Title VI funds supported any professional development activities planned by the district?

- Yes → **GO TO QUESTION 7**
- No → **SKIP TO QUESTION 9**

7. In the past two years, to what extent have professional development activities funded by Title VI and planned by the district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In the past two years, were Title VI funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
e. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
g. Score school, district, or state student assessments	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

9. About how often do you discuss program coordination with staff from the following programs? (PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the following best represents how your district uses Title VI funds? (PLEASE CHECK **ONE** BOX)

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

11. Are professional development activities funded by Title VI co-funded with the following other programs? (PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

**Study of Education Resources and Federal Funding
District Questionnaire**

Part G: Goals 2000

1. Has your district received Goals 2000 funds from the state that were used in the 1997–98 school year?

- Yes** → **GO TO QUESTION 2**
No → **STOP—PART G IS COMPLETE**

2. To what extent is your district using Goals 2000 funds to support the following strategies for improving student performance? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Increasing instructional time for low-achieving students through before-school, after-school, weekend, or summer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing supplemental targeted academic services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reducing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Coordinating with other public agencies to provide health and social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do each of the following factors influence decisions about the use of Goals 2000 funds?
 (PLEASE CHECK **ONE BOX ON EACH LINE**)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What role do each of the following groups of people have in making decisions about how Goals 2000 funds are used in your district? (PLEASE CHECK **ONE BOX ON EACH LINE**)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District Goals 2000 administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following best describes how decisions are made about the use of Goals 200 funds?
(PLEASE CHECK ONE BOX)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

6. In the past two years, have Goals 2000 funds supported any professional development activities planned by the district?

- Yes → **GO TO QUESTION 7**
- No → **SKIP TO QUESTION 9**

7. In the past two years, to what extent have professional development activities funded by Goals 2000 and planned by the district focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In the past two years, were Goals 2000 funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school, district, or state student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

9. About how often do you discuss program coordination with staff from the following programs? (PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the following best represents how your district uses Goals 2000 funds? *(PLEASE CHECK ONE BOX)*

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

11. Are professional development activities funded by Goals 2000 co-funded with the following other programs?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
State/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

Study of Education Resources and Federal Funding District Questionnaire

Part H: State Compensatory Education Program

1. Did your district receive funds from a **State** compensatory education program for the 1997–98 school year?
(Some states provide supplemental funds for targeted services designed to improve the achievement of economically or educationally disadvantaged students.)

- Yes → **GO TO QUESTION 2**
No → **STOP—PART H IS COMPLETE**

2. To what extent is your district using state compensatory Education funds to support the following strategies for improving student performance? (PLEASE CHECK **ONE** BOX ON **EACH** LINE)

	Not at All	Moderately	A Great Deal
a. Increasing instructional time for low-achieving students through before-school, after-school, weekend, or summer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing supplemental targeted academic services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reducing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing early intervention/early childhood education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing or adopting assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing professional development that is linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Supporting school-based improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Coordinating with other public agencies to provide health and social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To what extent do each of the following factors influence decisions about the use of State Compensatory Education Program funds? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Priorities of individual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What role do each of the following groups of people have in making decisions about how State compensatory education funds are used in your district? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District administrators responsible for State Compensatory Education Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other district federal program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District curriculum or instructional administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Principals and other school administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which of the following best describes how decisions are made about the use of State Compensatory Education Program funds? (PLEASE CHECK **ONE BOX**)

- Decisions made entirely by district
- Decisions made mainly by districts with input from schools
- Decisions made jointly by district and schools
- Decisions made mainly by schools with input from district
- Decisions made by schools

6. In the past two years, have State Compensatory Education Program funds supported any professional development activities planned by the district?

- Yes → **GO TO QUESTION 7**
- No → **SKIP TO QUESTION 9**

7. In the past two years, to what extent have professional development activities funded by state compensatory education and planned by the district focused on the following topics? (PLEASE CHECK **ONE BOX ON EACH LINE**)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In the past two years, were State Compensatory Education Program funds used to pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school, district, or state student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school, district, or state improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

9. About how often do you discuss program coordination with staff from the following programs? (PLEASE CHECK ONE BOX ON EACH LINE)

	Less than Every Three Months	Every Two or Three Months	At Least Once a Month, but Not Weekly	Once a Week or More	Not Applicable (No Other Staff)
a. Title I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Title III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Title IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Title VI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the following best represents how your district uses State Compensatory Education Program funds?
 (PLEASE CHECK **ONE** BOX)

- a. Targets resources and services to schools with low student achievement
- b. Targets resources and services to schools identified for improvement under Title I
- c. Targets resources and services to schools with high concentrations of low income students
- d. Targets resources and services to schools that receive fewer resources from other federal programs or other sources
- e. Makes resources and services available throughout the district for all schools or teachers who wish to participate
- f. Provides resources and services to all schools in the district

11. Are professional development activities funded by State Compensatory Education Program funds co-funded with the following other programs?
 (PLEASE CHECK **ONE** BOX ON EACH LINE)

	Yes	No
Title I	<input type="checkbox"/>	<input type="checkbox"/>
Title II	<input type="checkbox"/>	<input type="checkbox"/>
Title III	<input type="checkbox"/>	<input type="checkbox"/>
Title IV	<input type="checkbox"/>	<input type="checkbox"/>
Title VI	<input type="checkbox"/>	<input type="checkbox"/>
Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
Other federal funds	<input type="checkbox"/>	<input type="checkbox"/>
Other state/local funds	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator for your district.

Thank you for your participation!

② School Questionnaire

Study of Education Resources and Federal Funding

INSTRUCTIONS: The school questionnaire has been divided into three parts, so that each part can be completed by the most appropriate person in your school. Once these parts are completed they should be brought back together and sent to AIR (using the self-addressed Federal Express package provided with this survey).

Part Description	Name and Title of Respondent		Phone Number of Respondent		
			<i>Respondent will only be contacted for follow up or clarification.</i>		
	<i>Respondent Name (Last, First, MI)</i>	<i>Respondent Title (e.g., Title I Director)</i>	<i>Area Code</i>	<i>Phone Number</i>	<i>Ext.</i>
A. Principal's Survey					
B. School Programs and Resources					
C. Title I and State Compensatory Education					

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 1875-0146. The time required to complete this information collection is estimated to average 2 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding your individual submission of this form, write directly to: Stephanie Stullich, Planning and Evaluation Service, U.S. Department of Education, 600 Independence Avenue, S.W., Room 4133, Washington, D.C. 20202.

OMB Number 1875-0146

Expiration Date: March 2001

Study of Education Resources and Federal Funding School Questionnaire

Part A: Principal's Survey

1. In deciding how to use resources available in your school from federal, state, local, and private sources to improve student performance, how important were the following strategies? (PLEASE CHECK ONE BOX ON EACH LINE)

	Little or No Importance	Secondary Importance	Primary Importance
a. Increasing instructional time for low-achieving students through before-school, after-school, weekend, or summer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing supplemental targeted academic services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reducing class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning curricula and instructional materials with content and performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing assessments linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Linking professional development to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Coordinating with other public agencies to provide health and social services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Leveraging other funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent do each of the following factors influence how your school uses its resources to improve student performance? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies and regulations (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Long-term district plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Need to document use of resources for audit purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What role do each of the following groups of people have in making decisions about how instructional programs are organized (e.g., how instructional staff are used)? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What role do each of the following groups of people have in making decisions about how school funds are used for technology? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What role do each of the following groups of people have in making decisions about how school funds are used for instructional supplies? (PLEASE CHECK ONE BOX ON EACH LINE)

	Minimally or Not Involved	Significantly Involved but Not Primary Decisionmaker	Primary Decisionmaker
a. District administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ANSWER QUESTIONS 6 AND 7 ONLY IF YOUR SCHOOL HAS TITLE I FUNDS
AND USES THEM FOR A TARGETED ASSISTANCE PROGRAM**

6. In deciding how to use your school's Title I resources, how important were the following objectives?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Not Important	Somewhat Important	Important	Extremely Important
a. Improving the knowledge and skills of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing instructional time for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improving student achievement in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improving student achievement in reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Expanding the use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Coordinating Title I instruction with regular classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what extent did each of the following factors influence decisions about the use of Title I funds?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Not Influential	Somewhat Influential	Influential	Extremely Influential
a. State policies and regulations (including standards, assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Research showing that particular program models work well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Results of local program evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Availability of other federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Availability of state, local, or private funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Study of Education Resources and Federal Funding School Questionnaire

Part B: School Programs and Resources

Organization of School

1. Which of the following describes how instruction in your school is organized this year? (PLEASE CHECK ONE BOX)

	Yes	No
Self-contained: students stay with the same teacher for all academic subjects	<input type="checkbox"/>	<input type="checkbox"/>
Regrouped: students remain with one teacher for most subjects but may have a different teacher for one or two subjects	<input type="checkbox"/>	<input type="checkbox"/>
Departmentalized: students have different teachers in most or all academic subjects	<input type="checkbox"/>	<input type="checkbox"/>

2. Is your school day divided into class periods?

- Yes → **GO TO QUESTION A**
 No → **SKIP TO QUESTION 3**

A. How many periods per day does a full-time teacher teach?

number of periods per day: _____

B. How many planning periods per day are provided for full-time teachers?

number of planning periods per day: _____

3. How many days are in a teacher's work year?

number of days: _____

4. How many of these teachers work days are set aside for staff development?

number of days: _____

5. Approximately what percentage of your teachers are absent on an average day?

percent absent. _____

6. How many full-time teachers were there in your school at the end of the 1996–97 school year?

number of full-time teachers: _____

A. How many of these teachers (who were full-time at the end of the 1996–97 school year) are no longer assigned to your school?

number no longer at the school: _____

7. How long is the school year for students? (IF **NONE**, CHECK "none")

total number of days per year students attend school: _____ or none

8. How long is the school day for students at this school? Do NOT include lunch or recess time. If length of day varies by grade level, record the longest day. Report BOTH hours and minutes, e.g., "6" hours and "0" minutes, "5" hours and "45" minutes.

		:		
<i>hours</i>			<i>minutes</i>	

School Environment

9. How many of your students are:
(ONE STUDENT MAY BE COUNTED IN MORE THAN ONE CATEGORY. IF NONE, ENTER "0".)

	Number of Students
a. limited English proficient (LEP)?	_____
b. students with disabilities?	_____
c. homeless?	_____
d. migrant?	_____

10. Approximately what percentage of your students are absent on an average day?

percent absent: _____

11. Approximately what percentage of your students move or transfer to another school each year?

percent move/transfer: _____

12. Below is a list of problems that some schools have. Please indicate the degree to which each is a problem in your school.
(PLEASE CHECK ONE BOX ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Student health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Gang activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School located in a high crime neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Drug and alcohol abuse among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs

13. Has your school implemented any of the following: (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Success for All School (Slavin)	<input type="checkbox"/>	<input type="checkbox"/>
b. Coalition of Essential Schools (Sizer)	<input type="checkbox"/>	<input type="checkbox"/>
c. Comer School Development Model	<input type="checkbox"/>	<input type="checkbox"/>
d. Accelerated Schools (Levin)	<input type="checkbox"/>	<input type="checkbox"/>
e. The Paideia Program (Adler)	<input type="checkbox"/>	<input type="checkbox"/>
f. Reading Recovery (Clay or Pennell)	<input type="checkbox"/>	<input type="checkbox"/>
g. Computer Curriculum Corporation (Suppes & Atkinson)	<input type="checkbox"/>	<input type="checkbox"/>
h. Another New American Schools Model (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

14. To what extent has your school adapted a model from Question 13? If your school has implemented more than one model, please respond for the model that your school has implemented the most. (PLEASE CHECK ONE BOX)

- Not applicable—have not implemented any of the models
- Strictly adopted model, no adaptations
- Small adaptations to the model
- Moderate adaptations to the model
- Significantly adapted the model

15. Is your school a charter school?

- Yes
- No

16. For each of the following, please indicate whether your school provides and administers such a program. If so, enter 1) the number of children served, 2) the number of hours children are served per week, and 3) the number of weeks children are served per year. If your school does NOT provide or administer such a program, please check the box in the last column.

	Number of Children Served	Number of Hours per Week	Number of Weeks per Year	Program Not Available
a. Before-school tutorial or instructional program	_____	_____	_____	<input type="checkbox"/>
b. After-school tutorial or instructional program	_____	_____	_____	<input type="checkbox"/>
c. Before-school or after-school child care program	_____	_____	_____	<input type="checkbox"/>
d. Weekend tutorial or instructional program	_____	_____	_____	<input type="checkbox"/>
e. Before-school or after-school clubs and recreation programs (DO NOT INCLUDE MIDDLE OR HIGH SCHOOL TEAM SPORTS)	_____	_____	_____	<input type="checkbox"/>
f. Summer program (in 1997)	_____	_____	_____	<input type="checkbox"/>
g. Preschool program	_____	_____	_____	<input type="checkbox"/>

17. Please enter **your best estimate** of the value of resources your school has received or will receive for the current school year (1997–98) from individuals and private and public agencies, **excluding the school district**. (IF NONE, CHECK "none")

Instructional Resources**Value of Resources**

- | | | |
|-------------------------------------------------------------------|----------|----------------------------------|
| a. Instructional materials | \$ _____ | or none <input type="checkbox"/> |
| b. Textbooks, library books, and supplemental reference materials | \$ _____ | or none <input type="checkbox"/> |
| c. Computer software | \$ _____ | or none <input type="checkbox"/> |
| d. Computers or technology-related equipment | \$ _____ | or none <input type="checkbox"/> |
| e. Transportation for field trips | \$ _____ | or none <input type="checkbox"/> |

Support Resources

- | | | |
|-----------------------------------------------------------------------------------------|----------|----------------------------------|
| f. Health and medical supplies | \$ _____ | or none <input type="checkbox"/> |
| g. Sports and recreational equipment | \$ _____ | or none <input type="checkbox"/> |
| h. Facilities maintenance and care
(e.g., painting, landscaping, or repair services) | \$ _____ | or none <input type="checkbox"/> |
| i. Other (specify) _____ | \$ _____ | or none <input type="checkbox"/> |

Technology

18. About how many of each of the following types of equipment are there in your classrooms, in other instructional locations, and in your administrative offices?

(IF AN ITEM IS NOT IN OPERATING CONDITION, OR IS NOT AVAILABLE, PLEASE CHECK "none")

	Number in Classrooms	Number in Other Instructional Locations	Number in Administrative Offices
a. Multimedia computers	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
b. Other computers	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
c. Televisions	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
d. VCRs	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>

19. How many computers used for instructional purposes have access to the Internet?

number of instructional computers with access to the Internet: _____

20. About how many of each of the following types of equipment are available for instructional purposes in your school?
(IF AN ITEM IS NOT IN OPERATING CONDITION, OR IS NOT AVAILABLE, PLEASE CHECK "none")

- a. Graphing calculators _____ or none
- b. Video cameras _____ or none
- c. Digital cameras _____ or none
- d. Laser disc _____ or none
- e. Satellite dish _____ or none

21. During the current school year, how many computers did your school receive from:
(IF NONE, OR IF YOUR SCHOOL DOES NOT RECEIVE THESE FUNDS, CHECK "none")

Number of Computers

- a. Title I funds? _____ or none
- b. Title III Technology Literacy Challenge Fund? _____ or none
- c. Other federal funds? _____ or none
- d. State and local funds? _____ or none
- e. Private sources? _____ or none

22. What is the total **number of instructional rooms** in your school? (IF NONE, CHECK "none")

- a. Classrooms _____ or none
- b. Computer and other labs _____ or none
- c. Media center or library _____ or none
- d. Other instructional rooms _____ or none

23. How many instructional rooms have a computer with access to the Internet? (IF NONE, CHECK "none")

- a. Classrooms _____ or none
- b. Computer and other labs _____ or none
- c. Media center or library _____ or none
- d. Other instructional rooms _____ or none

24. How many instructional rooms are linked together in a local area network (LAN)? (IF NONE, CHECK "none")

- a. Classrooms _____ or none
- b. Computer and other labs _____ or none
- c. Media center or library _____ or none
- d. Other instructional rooms _____ or none

25. How many instructional rooms are connected to your district office, colleges, universities, or public libraries through a wide area network (WAN)? (IF NONE, CHECK "none")

- a. Classrooms _____ or none
- b. Computer and other labs _____ or none
- c. Media center or library _____ or none
- d. Other instructional rooms _____ or none

26. Please indicate to what extent, if any, each of the following are barriers to effective use of technology in your school. (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Small Extent	Moderate Extent	Great Extent
a. Insufficient technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Insufficient teacher understanding of ways to integrate technology into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lack of software that is integrated with the school's curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Insufficient number of computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development

27. In the past two years, to what extent have professional development activities in your school focused on the following topics? (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Moderately	A Great Deal
a. Teaching academically, ethnically, or linguistically diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. District or state content or performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Curriculum and instruction specific to reading or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Curriculum and instruction specific to mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assessments that are linked to standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enabling students to meet state or district proficiency standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using student data to inform school decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing teachers' skills in using technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Integrating technology into classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Building partnerships with parents and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. School restructuring and governance (e.g., site-based management, forming schools within schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Research-based whole school reform programs (e.g., Accelerated Schools, Success for All, School Development Program, Reading Recovery, Coalition of Essential Schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In the past two years, did your school pay for stipends, release time, or other expenses to allow teachers to participate in the following activities? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Attend workshops, conferences, or institutes	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop content standards or student assessments	<input type="checkbox"/>	<input type="checkbox"/>
d. Score school or district student assessments	<input type="checkbox"/>	<input type="checkbox"/>
e. Plan lessons and/or courses with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Observe, coach, or mentor other teachers	<input type="checkbox"/>	<input type="checkbox"/>
g. Attend school or district improvement committee or task force meetings	<input type="checkbox"/>	<input type="checkbox"/>
h. Participate in a study group with other teachers on a particular focus area	<input type="checkbox"/>	<input type="checkbox"/>
i. Intern in a laboratory or company	<input type="checkbox"/>	<input type="checkbox"/>
j. Conduct individual research projects	<input type="checkbox"/>	<input type="checkbox"/>
k. Enroll in college courses	<input type="checkbox"/>	<input type="checkbox"/>

Once completed, please return this questionnaire to the designated study coordinator at your school.

Thank you for your participation!

Study of Education Resources and Federal Funding School Questionnaire

Part C: Title I and State Compensatory Education Programs and Services

1. Did your school receive federal Title I funds in school year 1997–98?

Yes → **GO TO QUESTION 2**

No → **SKIP TO QUESTION 18 (State Compensatory Education Programs)**

2. Was your school identified in school year 1997–98 as **in need of improvement under Title I**? *Under Title I legislation, a school is identified as in need of improvement if it has not made adequate progress toward meeting state criteria for two consecutive years.*

Yes

No

Don't know

3. Is your school operating as a Title I **schoolwide program**? *A schoolwide program is one in which Title I funds are used to improve the entire education program of the school, rather than to provide special services to eligible students. Unless a waiver has been granted, schoolwide programs are restricted to schools enrolling more than 50 percent low-income students.*

Yes → **SKIP TO QUESTION 12 (Schoolwide Programs)**

No → **GO TO QUESTION 4 (Targeted Assistance Programs)**

**ANSWER QUESTIONS 4–11 ONLY IF YOUR SCHOOL HAS TITLE I FUNDS
AND USES THEM FOR A TARGETED ASSISTANCE PROGRAM**

Title I Targeted Assistance Programs

4. Is your school considering implementing a Title I schoolwide program?

Yes → **SKIP TO QUESTION 6**

No → **GO TO QUESTION 5**

5. Why is your school not considering a Title I schoolwide program? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Not eligible—school poverty level is below 50 percent threshold	<input type="checkbox"/>	<input type="checkbox"/>
b. Not familiar with this option	<input type="checkbox"/>	<input type="checkbox"/>
c. Considered this option, but planning requirements appeared cumbersome	<input type="checkbox"/>	<input type="checkbox"/>
d. Preferred to continue with targeted Title I services	<input type="checkbox"/>	<input type="checkbox"/>
e. District staff discouraged use of this option	<input type="checkbox"/>	<input type="checkbox"/>
f. State staff discouraged use of this option	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>

6. How many students currently receive Title I services in your school?

number of students: _____

7. For each of the following subjects, please indicate a) the number of students currently receiving Title I-supported services and b) their grade levels. If Title I does not support services in this subject area, please enter "0" in column a.

Subject Area	a. Number of Students	b. Grade Levels Served (CIRCLE ALL THAT APPLY)													
		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
a. Reading/language arts	_____														
b. Mathematics	_____														
c. English as a second language	_____														
d. Other (specify) _____	_____														

8. Of the Title I students in your school, how many: (IF NONE, CHECK "none")

	Number of Children Served
a. currently receive services in a pull-out setting, excluding special education?	_____ or none <input type="checkbox"/>
b. currently receive services only in a regular education classroom setting?	_____ or none <input type="checkbox"/>
c. currently receive additional instruction through before-school, after-school, or weekend programs?	_____ or none <input type="checkbox"/>
d. attended a Title I summer school in 1997?	_____ or none <input type="checkbox"/>
e. currently attend a Title I preschool program?	_____ or none <input type="checkbox"/>
f. currently attend a full-day Title I Kindergarten program?	_____ or none <input type="checkbox"/>
g. currently receive bilingual or ESL services?	_____ or none <input type="checkbox"/>
h. currently receive special education services	_____ or none <input type="checkbox"/>

9. Are the following available to all parents, only to Title I parents, or not available?
 (PLEASE CHECK ONE BOX ON EACH LINE)

Services and Resources for Parents	All Parents	Title I Parents Only	Not Available
a. Parent resource center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Designated liaison staff to work with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Home-based education activities used to reinforce classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent advisory council	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Family literacy programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Did your school receive Chapter 1 funding in 1994–95?

Yes → **GO TO QUESTION 11**

No → **SKIP TO QUESTION 18 (State Compensatory Education Programs)**

11. Below is a list of ways your Title I program might have changed in the past three years. How does your current program compare to the 1994–95 program in each of the following areas? (PLEASE CHECK ONE BOX FOR EACH LINE)

	More During 1994–95	No Difference	More During 1997–98
a. Number of children served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title I instructional time per student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of subject areas taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of grade levels served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Pull-out programs offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Before-school, after-school, or weekend Title I projects offered during the regular school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ANSWER QUESTIONS 12-17 ONLY IF YOUR SCHOOL HAS TITLE I FUNDS
AND USES THEM FOR A SCHOOLWIDE PROGRAM**

Title I Schoolwide Programs

12. Including the 1997-98 school year, how long has your school operated as a schoolwide program?

number of years as a schoolwide program: _____

13. How many students at your school: (IF **NONE**, CHECK "none")

**Number of Children
Served**

- | | |
|-------------------------------------------------------------------------------------------------------|----------------------------------------|
| a. currently receive services in a pull-out setting, excluding special education ? | _____ or none <input type="checkbox"/> |
| b. currently receive additional instruction through before-school, after-school, or weekend programs? | _____ or none <input type="checkbox"/> |
| c. received additional instruction through a summer school program in 1997? | _____ or none <input type="checkbox"/> |
| d. currently attend a preschool program? | _____ or none <input type="checkbox"/> |
| e. currently attend a full-day Kindergarten program? | _____ or none <input type="checkbox"/> |

14. Are the following available to parents at your school? (PLEASE CHECK ONE BOX ON EACH LINE)

Services and Resources for Parents	Yes	No
a. Parent resource center	<input type="checkbox"/>	<input type="checkbox"/>
b. Designated liaison staff to work with parents	<input type="checkbox"/>	<input type="checkbox"/>
c. Home-based education activities used to reinforce classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent advisory council	<input type="checkbox"/>	<input type="checkbox"/>
e. Family literacy programs	<input type="checkbox"/>	<input type="checkbox"/>

15. Does your schoolwide program combine Title I funds with funds from any of the following sources?
(PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Eisenhower Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Technology Literacy Challenge Fund	<input type="checkbox"/>	<input type="checkbox"/>
c. Safe and Drug-Free Schools and Communities	<input type="checkbox"/>	<input type="checkbox"/>
d. Innovative Education Program Strategies	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>
g. Private sources (e.g., support from foundations, businesses, parents, or community groups)	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

16. Does your school receive (or have control over) funds from any of the following sources?
 (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Eisenhower Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Technology Literacy Challenge Fund	<input type="checkbox"/>	<input type="checkbox"/>
c. Safe and Drug-Free Schools and Communities	<input type="checkbox"/>	<input type="checkbox"/>
d. Innovative Education Program Strategies	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>
g. Private sources (e.g., support from foundations, businesses, parents, or community groups)	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

17. Does your school consider resources available through the following programs when making decisions about how to use resources available for the schoolwide program? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No	These Resources Not Available in Your School
a. Eisenhower Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Technology Literacy Challenge Fund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Safe and Drug-Free Schools and Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Innovative Education Program Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Goals 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. State Compensatory Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Private sources (e.g., support from foundations, businesses, parents, or community groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State Compensatory Education Programs

18. Does your school receive funds from a state compensatory education program? *Some states provide supplemental funds for targeted services designed to improve the achievement of economically or educationally disadvantaged students.*

- Yes → **GO TO QUESTION 19**
 No → **STOP—PART C IS COMPLETE**

19. How many students are served by the state compensatory education program?

number of students: _____

20. What subjects and grade levels are supported by the state compensatory education program in your school?

Subject Area	a. Number of Students Served	b. Grade Levels Served (CIRCLE ALL THAT APPLY)													
a. Reading/language arts	_____	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
b. Mathematics	_____	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
c. English as a second language	_____	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
d. Other (specify)	_____	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

Study of Education Resources and Federal Funding

③ A Teacher Questionnaire

Job Responsibilities

1. Which of the following job titles best describes your position? (CHECK THE ONE BEST RESPONSE BELOW)

Regular classroom teacher in a non-departmentalized environment
(i.e., all or most academic subjects are taught in the same classroom—this model is most commonly found in an elementary school)

→ GO TO QUESTION 2

Regular classroom teacher in a departmentalized environment
(i.e., students change classrooms and teachers most periods of the day to receive instruction in different subjects—this model is most commonly found in middle, junior high, or high schools)

→ SKIP TO QUESTION 8

Other (specify) _____

→ STOP—

PLEASE SUBMIT THIS QUESTIONNAIRE AS IS WITHOUT RESPONDING TO ANY ADDITIONAL QUESTIONS

2. Which grade students do you teach? (PLEASE CIRCLE ALL THAT APPLY)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 ungraded

3. How many students are enrolled in your class?

number of students: _____

4. About how many of the students enrolled in your class are:
 (ONE STUDENT MAY BE COUNTED IN MORE THAN ONE CATEGORY. IF NONE, CHECK "none.")

- a. Title I students? _____ or none
- b. Special education students? _____ or none
- c. Students classified as limited English proficient (LEP)? _____ or none

5. About how many hours per week do you spend with your students in a classroom or other instructional setting?
 (DO NOT INCLUDE LUNCH AND RECESS TIME)

hours per week: _____

6. Do you team teach?

Team teaching means two teachers serving the same students in a single classroom at the same time.

- Yes → **GO TO QUESTION A**
- No → **SKIP TO QUESTION 7**

A. With how many other teachers do you team teach?

number of teachers: _____

7. How much time do the following staff spend in your classroom and how many of your students do they serve?
 (IF YOUR STUDENTS DO NOT RECEIVE SERVICES IN YOUR CLASSROOM FROM THESE STAFF, CHECK "none")

	Hours per Week in Your Classroom	Number of Students Served
a. Title I resource teacher(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
b. Bilingual/ESL resource teacher(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
c. Special education specialist(s) resource or teacher(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
d. Title I teacher aides or assistant(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
e. Bilingual teaching assistant(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
f. Special education teacher aide(s) or assistant(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
g. Personal aide(s) <i>A personal aide provides one-on-one services to support a specific student who has disabilities (e.g., provides medical or interpretive services)</i>	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
h. Other teaching aides or assistant(s)	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>

**ANSWER QUESTION 8 ONLY IF YOU TEACH IN A DEPARTMENTALIZED ENVIRONMENT.
OTHERWISE, SKIP TO QUESTION 9.**

8. Your schedule of classes. Please list a) the name of each class or course you teach by period and enter the corresponding subject code from below, b) the type of class, c) whether or not this class is taught in collaboration with another teacher, d) the amount of time per week the class meets, e) whether you have an aide in the classroom, and f) the class size. **INCLUDE** only in-class time during which you are serving students either in your own classroom or in a classroom of another teacher. **EXCLUDE** time spent outside of class from the table below.

a) Class or Course Title	b) Type of Class	c) Collaboration		d) Class Time	e) Aide Time		f) Class Size
Enter a brief title which describes each class or course you teach	Please enter a subject code from below	Do you teach this class in collaboration with another teacher who is in the classroom with you at the same time?		How many hours per week does this class meet?	Do you have an aide in this class?		What is the enrollment in this class?
					Yes	No	
1.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
3.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
7.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
10.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Subject Codes:

- 01 mathematics
- 02 science
- 03 history, social studies, or social science
- 04 English
- 05 art, music, performing arts, vocational education, home economics, or physical education
- 06 foreign language
- 07 other

9. Do you have an aide or teaching assistant?

- Yes → **GO TO QUESTION A**
 No → **SKIP TO QUESTION 10**

A. Does your aide(s): (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
1. teach or help teach students?	<input type="checkbox"/>	<input type="checkbox"/>
2. provide clerical support (e.g., correcting papers, preparing materials)?	<input type="checkbox"/>	<input type="checkbox"/>
3. work or meet with parents?	<input type="checkbox"/>	<input type="checkbox"/>
4. test students?	<input type="checkbox"/>	<input type="checkbox"/>
5. serve as an interpreter for limited English proficient students?	<input type="checkbox"/>	<input type="checkbox"/>

10. We are interested in finding out about the things you regularly do as a teacher outside of class time. In your last full work week, about how many hours per week did you spend outside of class time, either on or off campus, in the following activities? (IF NONE, ENTER "0")

	Hours Per Week
a. Individual planning, preparation for instruction, and grading	_____
b. Informal or formal planning meetings or consultations with school or district staff about students, curriculum, or instruction	_____
c. Administrative duties (e.g., yard duty, lunchroom duty), committee meetings, and regular staff meetings	_____
d. Informally tutoring students outside of class time	_____
e. Discussions and phone calls with parents of the children you teach	_____

11. Which of the following types of teachers, if any, participate in instructional consultation or planning meetings with you? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No	Not Applicable
a. Regular education teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Title I teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special education teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bilingual/ESL teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How many hours per week are you involved with the following types of before-school, after-school, or weekend programs, and are you compensated for your involvement? If you provide instruction in more than one area, please estimate the number of hours per week that you spend in each area. (IF NONE, CHECK "none")

Program Emphasis	Number of Hours per Week	Do You Receive Compensation?	
		Yes	No
a. Instructional programs (e.g., reading or language arts, mathematics, ESL)	_____ or none <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sport, club, or other recreational program	_____ or none <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Daycare, child care, or child development programs	_____ or none <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources and Instructional Practices

13. About how often do your lessons require students to use computers? (PLEASE CHECK ONE BOX)

- Several times daily
 Daily or almost daily
 Once or twice a week
 Once or twice a month
 Never or hardly ever

14. Is your school linked to the Internet?

- Yes → GO TO QUESTION A
 No → GO TO QUESTION 15

A. About how often do your lessons require students to use the Internet? (PLEASE CHECK ONE BOX)

- Several times daily
 Daily or almost daily
 Once or twice a week
 Once or twice a month
 Never or hardly ever

15. Please indicate to what extent, if any, each of the following are barriers to effective use of technology in your school. (PLEASE CHECK ONE BOX ON EACH LINE)

	Not at All	Small Extent	Moderate Extent	Great Extent
a. Insufficient technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Insufficient teacher understanding of ways to integrate technology into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lack of software that is integrated with the school's curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Insufficient number of computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please indicate whether or not each of the following school supplies and materials are available for students' use at home. (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. Textbooks	<input type="checkbox"/>	<input type="checkbox"/>
b. Supplemental reading materials (e.g., novels, children's literature)	<input type="checkbox"/>	<input type="checkbox"/>
c. Workbooks	<input type="checkbox"/>	<input type="checkbox"/>
d. Practice sheets	<input type="checkbox"/>	<input type="checkbox"/>
e. Manipulative materials	<input type="checkbox"/>	<input type="checkbox"/>

17. Overall, which of the following statements best describes how well your school provides you with the instructional materials and resources you need to teach your classes? (PLEASE CHECK ONE BOX)

- The school provides me with all the resources I need
- The school provides me with most of the resources I need
- The school provides me with some of the resources I need
- The school provides me with very few of the resources I need

18. For how many lessons do you use the following strategies as your primary teaching approach? (PLEASE CHECK ONE BOX ON EACH LINE)

	No Lessons	Some Lessons	Many Lessons	All Lessons
a. Students discover a concept by following the teacher's procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher explains main lesson concepts to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students investigate a topic using their own approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students practice using concepts by completing exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students explain their reasoning to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How much influence do you have over: (PLEASE CHECK ONE BOX ON EACH LINE)

	No Influence	Some Influence	Much Influence	Not Applicable
a. the use of Title I funds at this school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the way Title I services are provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Activities

Questions 20–22 refer to professional development activities that are structured in a variety of forms. Institutes resemble short intensive courses, lasting 1–8 weeks. They typically offer a set program that all participants attend, and are sponsored by regional centers, universities, museums, etc. Conferences typically offer a variety of sessions such as workshops and lectures that participants choose during a 1–3 day period, and are sponsored by professional organizations, regional centers, universities, museums, etc.

20. How many workshops or institutes did you attend, or will you have attended:

- A. from the end of the last school year through March 31, 1998?
- and
- B. from April 1, 1998 through the end of this school year?

(IF NONE, CHECK "none")

**A. Number of Workshops
from the end of the Last School Year
through March 31, 1998**

- 1. that lasted one day or less? _____ or none
- 2. that lasted more than one day, but less than 5 days? _____ or none
- 3. that lasted 5 or more days? _____ or none

**B. Number of Workshops
from April 1, 1998 through the end of
This School Year**

- 1. that lasted one day or less? _____ or none
- 2. that lasted more than one day, but less than 5 days? _____ or none
- 3. that lasted 5 or more days? _____ or none

21. How many teacher conferences did you attend, and will you have attended:

A. from the end of the last school year through March 31, 1998? (IF **NONE**, CHECK "none")

number of conferences: _____ or none

B. from April 1, 1998 through the end of this school year? (IF **NONE**, CHECK "none")

number of conferences: _____ or none

22. By the end of this school year, will you have received any professional growth credits for attending these workshops, institutes, or conferences? *Professional growth credits are credits that can be used to move up on your district's salary scale.*

Yes

No

23. Are you a member of a subject area teacher collaborative or network? *A subject area teacher collaborative or network is an organization that sponsors lectures, workshops, and discussions for teachers in a particular subject area (e.g., math, science, history) outside of school time.*

Yes → **GO TO QUESTION A**

No → **SKIP TO QUESTION 24**

A. About how often do you participate in the organization's activities? (PLEASE CHECK **ONE** BOX)

Once a week or more

Twice a month

Once a month

Less than once a month

24. Are you a member of a teacher study group in your school or district that meets regularly to further its members' knowledge in a particular focus area? *Study groups are project-oriented, with specific purposes and goals.*

Yes → **GO TO QUESTION A**

No → **SKIP TO QUESTION 25**

A. About how often do you meet? (PLEASE CHECK **ONE** BOX)

Once a week or more

Twice a month

Once a month

Less than once a month

B. Do you meet during school hours?

Yes

No

25. About how many college or extension courses related to teaching in your subject area will you have completed during the period July 1, 1997 through June 30, 1998? For example, a course that began in June 1997 and ended in August 1997 should be included because it was completed during the designated time period. (IF **NONE**, CHECK "none")

number of courses: _____ or none

26. How many hours have you, or will you have, participated in the following activities, and how many hours of release time were you given, or will you have been given for the activity:

- A. from the end of last school year through March 31, 1998?
- and
- B. from April 1, 1998 through the end of this school year?

(IF **NONE**, CHECK "none")

**A. From the end of Last School Year
Through March 31, 1998**

	Number of Hours You Participated	Number of Hours of Release Time
1. Developing new curriculum for the school or district	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
2. Informally or formally planning lessons or courses with other teachers	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
3. Developing content standards, performance standards, or student assessments for the school, district, or state	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
4. Informally or formally observing other teachers in their classroom for at least thirty minutes at a time	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>

**B. From April 1, 1998
Through the End of This School Year**

	Number of Hours You Will Participate	Number of Hours of Release Time
1. Developing new curriculum for the school or district	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
2. Informally or formally planning lessons or courses with other teachers	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
3. Developing content standards, performance standards, or student assessments for the school, district, or state	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>
4. Informally or formally observing other teachers in their classroom for at least thirty minutes at a time	_____ or none <input type="checkbox"/>	_____ or none <input type="checkbox"/>

27. How much time did you participate or will you have participated in professional development activities focusing on the following topics:

A. from the end of the last school year through March 31, 1998?

and

B. from April 1, 1998 through the end of this school year?

(PLEASE PROVIDE AN ESTIMATE FOR BOTH TIME PERIODS—COLUMN "A" AND COLUMN "B". IF NONE, CHECK "none".)

Number of Hours of Professional Development

A. From the end of the Last School Year through March 31, 1998 **B. From April 1, 1998 though the end of This School Year**

- | | | |
|-------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|
| 1. Curriculum and instruction in specific subject areas
(e.g., reading/language arts, mathematics) | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 2. Integrating technology into classroom instruction | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 3. Developing teachers' skills in using technology | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 4. Methods to assess student performance
(e.g., portfolios) | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 5. Parent or community involvement | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 6. Teaching academically, ethnically, or linguistically diverse learners | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 7. District or state content or performance standards | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 8. Using student data to inform decisions | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |
| 9. Other (specify)
_____ | _____ or none <input type="checkbox"/> | _____ or none <input type="checkbox"/> |

28. Have you (or will you have) received any of the following types of financial support from the district or school for participating in the activities mentioned in this section? (PLEASE CHECK ONE BOX ON EACH LINE)

- | | Yes | No |
|----------------------|--------------------------|--------------------------|
| a. registration fees | <input type="checkbox"/> | <input type="checkbox"/> |
| b. travel expenses | <input type="checkbox"/> | <input type="checkbox"/> |
| c. tuition | <input type="checkbox"/> | <input type="checkbox"/> |

29. Have you (or will you have) received any stipends from the district or school for participating in activities listed in this section? (PLEASE CHECK ONE BOX)

- Yes → **GO TO QUESTION A**
 No → **SKIP TO QUESTION 30**

A. Altogether, how much will you have received by the end of this school year?

total amount of stipends: \$ _____

30. How much influence do you have over the types of professional development programs offered by your school? (PLEASE CHECK ONE BOX)

- No influence
 Some influence
 Much influence

Personal Information

31. Counting this year, how many years in total have you been employed as an elementary or secondary school teacher:

number of years: _____

32. Which of the following teaching credentials, if any, do you hold? (PLEASE CHECK ONE BOX ON EACH LINE)

- | | Yes | No |
|-----------------------------------------------|--------------------------|--------------------------|
| a. Permanent, regular, or standard credential | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Probationary credential | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Emergency credential | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

33. Are you certified to teach in any of the following fields? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. general elementary	<input type="checkbox"/>	<input type="checkbox"/>
b. mathematics	<input type="checkbox"/>	<input type="checkbox"/>
c. science	<input type="checkbox"/>	<input type="checkbox"/>
d. history, social studies, or social science	<input type="checkbox"/>	<input type="checkbox"/>
e. English	<input type="checkbox"/>	<input type="checkbox"/>
f. English as a Second Language or bilingual education	<input type="checkbox"/>	<input type="checkbox"/>
g. art, music, performing arts, vocational education, home economics, or physical education	<input type="checkbox"/>	<input type="checkbox"/>
h. foreign language	<input type="checkbox"/>	<input type="checkbox"/>
i. special education	<input type="checkbox"/>	<input type="checkbox"/>
j. other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

34. Do you have a college degree (B.A. or higher) in any of the following fields? (PLEASE CHECK ONE BOX ON EACH LINE)

	Yes	No
a. mathematics, mathematics education, or engineering	<input type="checkbox"/>	<input type="checkbox"/>
b. science (biology, chemistry, physics, geology, etc.) or science education	<input type="checkbox"/>	<input type="checkbox"/>
c. English or English education	<input type="checkbox"/>	<input type="checkbox"/>
d. history, social science (psychology, sociology, anthropology, economics, etc.), or social science education	<input type="checkbox"/>	<input type="checkbox"/>
e. English as a Second Language education or bilingual education	<input type="checkbox"/>	<input type="checkbox"/>
f. art, music, performing arts, vocational education, home economics, or physical education	<input type="checkbox"/>	<input type="checkbox"/>
g. foreign language (Spanish, French, German, etc.) or foreign language education	<input type="checkbox"/>	<input type="checkbox"/>
h. special education	<input type="checkbox"/>	<input type="checkbox"/>
i. general education	<input type="checkbox"/>	<input type="checkbox"/>
j. other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

- | | Yes | No |
|-------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 35. Do you have a bachelor's degree? | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Do you have a master's degree? | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Do you have an Education Specialist degree
(at least 1 year past master's degree)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Do you have a doctorate or first professional degree
(Ph.D., Ed.D., M.D., LL.B., J.D., D.D.S)? | <input type="checkbox"/> | <input type="checkbox"/> |

39. If you had children and if you were NOT teaching at this school, would you choose to have your children attend this school? (PLEASE CHECK ONE BOX)

- Yes
 No

IDENTIFICATION	
<i>All responses provided for this study are kept confidential; however, sometimes we need to follow up to clarify a response. To help us make this contact, we request that the teacher who completes this survey please fill in the box below. We probably will not need the information but would appreciate having it, just in case. Once the survey data are all entered, we will delete all identifying information from our files.</i>	
District Name: _____	Site ID Code: _____ (leave blank)
School Name: _____	
Respondent Name: _____	Phone: (_____) _____ - _____ ext. _____
Best Day and Times to Reach You	
Days: M T W Th F between the following times _____ : _____ and _____ : _____ AM or PM (circle)	

Please return this survey to your principal or designated survey coordinator.

Thank you for your assistance!

BEST COPY AVAILABLE

Study of Education Resources and Federal Funding

③D Title I Teacher Aide/Assistant Survey

1. What are your responsibilities at this school? (PLEASE CHECK ONE BOX ON EACH LINE)

- | | Yes | No |
|-------------------------------------------------------------------------|--------------------------|--------------------------|
| a. Teaching or helping to teach students | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Testing students | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Interpreting for limited English proficient (LEP) students | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Correcting student work, taking roll, or other administrative duties | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Preparing teaching materials | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Working in the library or media center | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Working in the school office | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working or meeting with parents | <input type="checkbox"/> | <input type="checkbox"/> |
| i. On-yard or cafeteria duty | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Other (specify) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

2. At this school, do you work for: (PLEASE CHECK ONE BOX ON EACH LINE)

- | | Yes | No |
|------------------------------------------|--------------------------|--------------------------|
| a. Title I teachers? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. other teachers? | <input type="checkbox"/> | <input type="checkbox"/> |
| c. administrators or other school staff? | <input type="checkbox"/> | <input type="checkbox"/> |

3. How many hours per week do you work at this school?

hours per week: _____

4. Yesterday, how much time did you spend at this school in each of the activities listed below? If yesterday was a weekend or holiday, please tell us about your most recent work day at this school.

(IF YOU DID NOT SPEND ANY TIME ON AN ACTIVITY, PLEASE CHECK "none")

Number of Hours

- a. Teaching or helping to teach students _____ or none
- b. Testing students _____ or none
- c. Interpreting for limited English proficient (LEP) students _____ or none
- d. Correcting student work, taking roll, or other administrative duties _____ or none
- e. Preparing teaching materials _____ or none
- f. Working in the library or media center _____ or none
- g. Working in the school office _____ or none
- h. Working or meeting with parents _____ or none
- i. On yard or cafeteria duty _____ or none
- j. Other (specify) _____ or none

5. How many students do you serve in: (IF YOU DID NOT SERVE ANY STUDENTS, PLEASE CHECK "none")

Number of Students

- a. a regular classroom? _____ or none
- b. a resource room? _____ or none
- c. the Library or media center? _____ or none

6. How much of the time you spend teaching or helping to teach students is on your own (i.e., without a teacher present)? (PLEASE CHECK ONE BOX)

- None
- Some
- About half
- Most
- Nearly all or all

7. Are any of the students you serve: *(PLEASE CHECK ONE BOX ON EACH LINE)*

- | | Yes | No |
|----------------------------------------------------------------------|--------------------------|--------------------------|
| a. special education students
(i.e., students with disabilities)? | <input type="checkbox"/> | <input type="checkbox"/> |
| b. limited English proficient (LEP)? | <input type="checkbox"/> | <input type="checkbox"/> |
| c. NOT Title I students? | <input type="checkbox"/> | <input type="checkbox"/> |

8. In what grades do you work with Title I students? *(PLEASE CIRCLE ALL THAT APPLY)*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 ungraded

9. What subjects do you teach or help teach to Title I students? *(PLEASE CHECK ONE BOX ON EACH LINE)*

- | | Yes | No |
|--------------------------------------------------------|--------------------------|--------------------------|
| a. Reading, language arts, English | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mathematics | <input type="checkbox"/> | <input type="checkbox"/> |
| c. English as a second language or bilingual education | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other <i>(specify)</i> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Have you received training in any of the following areas since the end of the last school year?

- | | Yes | No |
|--------------------------------------------|--------------------------|--------------------------|
| a. Teaching mathematics or science | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Teaching reading or writing | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Using computers | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Using the Internet | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Working with parents | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Preventing student drug use or violence | <input type="checkbox"/> | <input type="checkbox"/> |

11. Since the end of the last school year, what is the total amount of time you have spent in training activities provided by your district or school? DO NOT include college courses.

- None
- Some, but less than 16 hours
- 16–35 hours
- 36–70 hours
- More than 70 hours

12. Counting this year, how many years have you been employed as a teacher aide/assistant in this or any other district?

number of years: _____

13. Do you have any of the following? (PLEASE CHECK ONE BOX ON EACH LINE)

- | | Yes | No |
|-------------------------------------------------|--------------------------|--------------------------|
| a. Teaching certificate (license or credential) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. High school diploma or GED | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Associate's degree | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Bachelor's degree | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Master's degree or higher | <input type="checkbox"/> | <input type="checkbox"/> |

All responses provided for this study are kept confidential; however, sometimes we need to follow up to clarify a response. To help us make this contact, we request that the teacher aide/assistant who completes this survey please fill in the box below. We probably will not need the information but would appreciate having it, just in case. Once the survey data are all entered, we will delete all identifying information from our files.

District Name: _____	Site ID Code: _____ (leave blank)
School Name: _____	
Respondent Name: _____	Phone: (_____) _____ - _____ ext. _____
Best Day and Times to Reach You	
Days: M T W Th F between the following times _____ : _____ and _____ : _____ AM or PM (circle)	

Please return this survey to your principal or designated survey coordinator.

Thank you for your assistance!

Request for Documents and Materials from the State Director of Federal Programs

Study of Education Resources and Federal Funding

Purpose. This request asks you to provide available budgets, plans, reports, or other information that shows how your state is spending funds from the major federal and state education programs listed in the table below.

Table 1. Programs For Which Budget and Spending Data Are Requested

Program	Include	Do Not Include
Title I, Part A	Grants to LEAs (Basic and Concentration Grants), State Program Improvement Grants	Migrant Education, Even Start, Capital Expenses, Grants to SEAs for Neglected and Delinquent Children
Title II (Eisenhower Professional Development)	Elementary and Secondary Programs	Higher Education Programs
Title III (Technology Literacy Challenge Fund)	All funds	
Title IV (Safe and Drug-Free Schools and Communities)	State and Local Agency Programs	Governor's Office funds
Title VI (Innovative Education Program Strategies)	All funds	
Goals 2000	State and Local Education Systemic Improvement	Parental Assistance
State Compensatory Education Program (if applicable)		

If two or more documents provide different levels of detail, please provide all of these documents so that we will be able to construct a complete picture of how the funds are used at the state level. The information we are seeking is described below.

Format of materials. Please review the **List of Materials** on the following page and determine which existing documents or computer files can provide this information for us. If the documents you have are not in the format suggested below, please send us the information in *whatever form* it is available. The AIR data collector will review these items with you, and together you can work out the least burdensome way for your state to report these data to us.

Confidentiality. We will honor confidentiality in all of our data analysis and reporting. *State, district, school, and employee names will never be retained on our computerized files or reported in any way.*

List of materials. Please send materials that include the following information:

1. **Uses of Federal Education Funds at the State Level.** We would like to receive available budgets, plans, or other information that shows how your state is spending funds from each of the federal education programs listed in Table 1. If two or more documents provide different levels of detail, we would like to receive them so that we can construct a complete picture of how the funds are used at the state level. We are interested in obtaining budget breakdowns by object of expenditure (e.g., salaries, benefits, contractors, non-personnel items) or by function or activity (e.g., professional development, technical assistance, establishment of student performance or assessment standards).
2. **Allocations and Demographic Data for School Districts and Other Agencies.** We would accept a copy of any and all documents or computer files that have the information shown in **Attachment A**. Specifically, we would like the following information:
 - a. **Allocations.** For each of the programs listed in Table 1, we would like to receive data on the amount of funds allocated or granted to each school district and other agency in your state. The allocations for each program should add up to the state's total allocation for that program. If your state has not allocated some of these funds yet, we would like for you to report them as "unallocated funds." If your state retained some of the funds or transferred them to other state agencies, we would like to have a list of each state agency that is receiving funds as a "subgrantee."
 - b. **Agency type.** For each of the school districts receiving funds for the federal programs listed in Table 1, we would like to receive information that identifies the type of district: elementary, secondary, unified, or other LEA. For other agencies that receive these funds, we would like information as to the type of agency: state or "other." For program funds that have not been allocated, we would like to know the amounts, by program, as "other."
 - c. **Enrollment and number of low-income children.** For all school districts that receive funds from the programs listed in Table 1, we would like to obtain information on 1) the total enrollment in grades K-12 and 2) the number of students who are counted as low-income students for the purpose of allocating Title I Part A funds (Grants to LEAs).
3. **Number of State-level Employees Who Are Funded by Each Program.** For each of the federal programs listed in Table 1 (i.e., all but the State Compensatory Education Program), we would like information as to the number of full-time equivalent (FTE) employees *at the state level*. **Attachment B** provides a sample form for reporting this information.

Attachment A: Allocations and Demographic Data for School Districts and Other Agencies

This study focuses on six major federal programs: Title I, Title II (Eisenhower Professional Development), Title III (Technology Literacy Challenge Fund), Title IV (Safe and Drug-Free Schools and Communities), Title VI (Innovative Education Program Strategies), and Goals 2000. This study will also gather data on state compensatory education programs where they exist. For each of the programs operating in your state, we are requesting information on the allocation of funds to each district and agency. For Title I, please **include** only Part A grants to schools (basic and concentration grants.) Please **do not include** Migrant Education, Even Start, Capital Expenses, Grants for Neglected and Delinquent Children, or Program Improvement Grants.

To minimize reporting burden, AIR is offering three ways that your state can provide the requested data.

- Option 1. **Submitting pre-existing printed reports.** We would like to receive any budgets, reports, or other information that would provide the requested information. If you use this option, be sure that the submitted reports include all of the specific items defined on the next page under option 2. Please note the names of the reports on the **Packing List** and indicate the name and phone number of the person who can answer any questions about these reports.
- Option 2. **Providing an electronic file on disk.** We would be pleased to accept an electronic file containing the requested information. Data may be provided on a 3.5" disk in an ASCII (text) format, in EXCEL or Quattro pro spreadsheet programs, or in word processors such as WordPerfect and Microsoft Word. Please indicate on the **Packing List** the type of file and format (DOS, Windows, or Macintosh) your state used for these files.
- Option 3. **Completing a hard copy table.** You may use the two forms on the attached page to record the information on allocations and FTEs. If you choose this alternative, please make as many copies of the table as you need to fill out the information for all of your districts and agencies. Also be sure that in addition to the two forms, you provide information as to how retained funds are spent (Item 1 on the Request for Documents and Materials).

The AIR data collector can review these options with you and help you identify the one that will provide the information with the least burden.

Allocations and Demographic Data to Be Included

Whether you choose Option 1 (existing documents) or Option 2 (electronic file), please be sure that the information you provide on allocations to school districts and other agencies includes the following:

Name of Item	Description	Field Length	Format
Identification Information			
1. DISTRICT OR AGENCY ID CODE	District identification code used by your state	10	Character
2. DISTRICT OR AGENCY NAME	Name of the district or other agency (name may be up to 20 characters long)	20	Character
3. DISTRICT LEVEL OR AGENCY TYPE	For each school district, enter one of the codes from 1-4 below to indicate the school levels included in the district. For other agencies receiving a suballocation, use code 5 or 6. 1 = Elementary 2 = High school 3 = Unified K-12 4 = Other local education agency 5 = State agency 6 = Other agency	1	Character
Enrollment Data (All enrollment data should be as close to October 1, 1997 as possible.)			
4. ENROLLMENT	Total enrollment of the district	7	Numeric
5. NUMBER OF LOW INCOME STUDENTS	Indicate the measure used to identify low income students: <input type="checkbox"/> Aid to Families with Dependent Children <input type="checkbox"/> Free and Reduced Price Lunch Program <input type="checkbox"/> Decennial Census data <input type="checkbox"/> Other (<i>specify</i>) Enter the number of students identified by this measure in column 5.	7	Numeric
Allocations of Categorical Program Funds (Include funds retained at the state level as an "allocation" to the state agency)			
6. TITLE I (BASIC AND CONCENTRATION GRANTS)	Amount of allocation for Title I, Part A (Basic and Concentration Grants)	7	Numeric
7. TITLE II (ELEMENTARY AND SECONDARY PROGRAMS)	Amount of allocation for Title II (Elementary and Secondary Programs)	7	Numeric
8. TITLE III (TECHNOLOGY LITERACY CHALLENGE)	Amount of allocation for Title III (Technology Literacy Challenge Fund)	7	Numeric
9. TITLE IV	Amount of allocation for Title IV (State and Local Agency Programs)	7	Numeric

Name of Item	Description	Field Length	Format
10. TITLE VI (INNOVATIVE EDUCATION PROGRAM STRATEGIES)	Amount of allocation for Title IV	7	Numeric
11. GOALS 2000	Amount of allocation for Goals 2000 (State and Local Systemic Improvement)	7	Numeric
12. STATE COMPENSATORY EDUCATION PROGRAM	Amount of allocation for state compensatory education program	7	Numeric

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Hardcopy Table—State Allocations to Districts and Other Agencies

For Option 3, you may complete the form below, rather than sending an existing report (Option 1) or an electronic file (Option 2). To complete the columns in this form, use the descriptions in the "Format for Electronic File" table on page four for Option 2 as a guide. Please make enough copies of the form to list all of the districts in your state. The total of all the district enrollments in column 5 should equal the total enrollment in your state.

1. District ID Code	2. District Name	3. District type 1 = Elem. 2 = High school 3 = Unified 4 = Other	4. Total Enrollment	5. Total Low Income Students	Total allocations of funds to local district by program								
					6. Title I Allocation	7. Title II Allocation	8. Title III Allocation	9. Title IV Allocation	10. Title VI Allocation	11. Goals 2000	12. State Compensato ry Education Program		

Attachment B: State-Level Employees Funded by Each Major Federal Education Program**Hardcopy Table**

Please indicate the number of full-time equivalent (FTE) employees of your State Department of Education who are funded by each of the federal education programs listed. If none, please enter a 0.

Federal Program Source	State-level FTEs
Title I, Helping Disadvantaged Children Achieve High Standards	_____ FTEs
Title II, Eisenhower Professional Development Program	_____ FTEs
Title III, Technology Literacy Challenge Fund	_____ FTEs
Title IV, Safe and Drug Free Schools and Communities	_____ FTEs
Title VI, Innovative Educational Strategies	_____ FTEs
Goals 2000	_____ FTEs
State Compensatory Education Program	_____ FTEs

① Request for Documents and Materials from the Director of Federal Programs

Study of Education Resources and Federal Funding

Purpose. This request asks you to provide documents and materials that describe how your district is using funds it may receive from any of the following federal and state programs:

- Title I, Part A
- Title II (*Eisenhower Professional Development Program*)
- Title III (*Technology Literacy Challenge Fund*)
- Title IV (*Safe and Drug-Free Schools and Communities*)
- Title VI (*Innovative Education Program Strategies*)
- Goals 2000
- State Compensatory Education Program

Note on state compensatory education programs: Some states provide supplemental funds for targeted services designed to improve the achievement of economically or educationally disadvantaged students. This study is intended to compare the uses of state compensatory education programs funds, where they exist, with the uses of Title I funds.

Format of materials. If the documents you maintain are not in the format suggested below, please send us the information in *whatever form* it is available.

Confidentiality. We will honor confidentiality in all of our data analyses and reporting. *District, school, and employee names will never be retained on our computerized files or reported in any way.*

List of Materials. Please send the following materials for the 1997–98 school year:

- 1. District Application(s) for the above programs.** Please send a copy of any and all applications (consolidated or individual) submitted by your district to the state for the 1997–98 school year. In some cases the district application(s) may provide some of the information requested below.
- 2. School Allocations for Title I and state compensatory education programs.** If your district receives Title I funds, or receives funds from a state compensatory education program and allocates some or all of these funds to individual schools, please provide a listing of all schools in your district that includes: the amount of Title I funds allocated to each school, the amount of any state compensatory funds allocated to individual schools, the enrollment data used for allocating Title I funds (i.e., number of low-income students and total number of students in each school), and the type of Title I program (targeted assistance, schoolwide program, or none). The specific information needed is listed in *Attachment A—School Allocations for Title I and State Programs*.

INFORMATION ABOUT REPORTING BURDEN

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 1875-0146. The time required to complete this information collection is estimated to average 2 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding your individual submission of this form, write directly to: Stephanie Stullich, Planning and Evaluation Service, U.S. Department of Education, 600 Independence Avenue, S.W., Room 4133, Washington, D.C. 20202.

OMB Number 1875-0146

Expiration Date: March 2001

3. Program budgets, plans, or other documents that describe how your district is using program funds. We understand that District Applications for federal funds often contain data on how federal funds are used by the district. In addition, if your district has any formal or informal documents that provide more detailed information on how it is spending funds from the above programs, please provide us with copies of these documents.

We are interested in any available information that shows how your district is using program funds by types of activity (e.g., professional development, extended day programs), function (e.g., administration, instruction), or objects of expenditure (e.g., salaries and benefits for administrators, teachers and aides; equipment; instructional materials; or travel).

We hope to obtain information on how districts are spending program funds in any of the following categories:

- professional development
- expanding the use of technology (including hardware and software, professional development in technology, and connecting schools to the Internet)
- developing or implementing standards and assessments
- targeted services for low-achieving or at-risk students
- extended-time programs (including before-school, after-school, and weekend programs)
- summer programs
- reducing class sizes
- parent involvement
- program evaluation
- program administration
- overhead and indirect costs
- total amount of funds allocated for individual public schools
- total amount of funds allocated for equitable services for students and teachers in private schools

In particular, we need to obtain actual or estimated amounts of program funds, (and in some cases total district funds) that your district is using for specific categories that are outlined in Attachments B through H for each of the federal programs. If this information is contained in the *District Application* for federal funding or other documents that you can provide, an AIR/PSA data collector will fill out these attachments. If the data collector is not able to complete some or all of the categories based on the documents your district provides, a data collector will call you to obtain your assistance over the phone in estimating these amounts.

4. School Level Budgets for Selected Schools. We need to find out how funds from the education programs listed previously are used at the school level. For this purpose, we are asking selected schools to provide any school level budget or plans that may be available. If we learn that such documents are available but are maintained at the district office, we will contact you.

5. District Budgets and Plans for Professional Development and Technology. We need to obtain overall estimates of the funds available in your district for professional development and technology, the sources of these funds, and the uses of the funds. Please provide any available budgets, plans, or other documents that contain information on your district's use of funds for these purposes and/or your district's overall strategy or plan in these two areas.

Funds used for technology may include computers, printers, and other computer related equipment expenses; copy and fax machines; audio and video equipment; software, supplies, materials, maintenance, and other professional services related to operation of equipment; salaries and benefits of computer and other technology related staff; professional development related to the use of technology; and operating expenses for Internet and telecommunications access.

Funds used for professional development expenses may include tuition, registration fees, conference fees, travel and related expenses for attending training or conferences, expenditures for release time including stipends and substitutes, expenditures for trainers and consulting fees, expenditures for staff development days, and instructional supplies and materials for professional development programs or activities.

6. District and School Enrollment Reports to the State. Please provide copies of forms on which you have reported student enrollment data for the 1997–98 school year. We are interested in data on total enrollment, the composition of enrollment by ethnic or linguistic background, by educational program (special education, Title I, limited English proficiency programs, migrant programs), and data about student mobility and absenteeism. This information will be useful in interpreting information provided on the District Questionnaire.

Attachment A—School Allocations for the Federal and State Programs

We need to obtain information about allocations to each school in your district for Title I, Part A and the State Compensatory Education Program (if one exists in your state). For Title I, please include only Part A grants to schools (basic and concentration grants.) Please do not include Title I Migrant Education, Even Start, Capital Expenses, Grants for Neglected and Delinquent Children or Program Improvement Grants.

To minimize your reporting burden, you can provide the requested data in any of the following ways:

OPTION 1—Providing an electronic file on disk. Data may be provided in whatever format is most convenient for you. Data can be in ASCII (text) format, in spreadsheet files (e.g., Excel, Quattro pro, Lotus 1-2-3), or in word processing files (e.g., WordPerfect or Microsoft Word). Please indicate the type of file and format (DOS, Windows, or Macintosh). Data may be sent on a diskette or by email to ERS@air-ca.org, or through our website at www.air.org/ers/index.html.

OPTION 2—Submitting pre-existing printed reports. If you use this option, be sure that the submitted reports include all of the specific items defined on the next page in Exhibit A-1 (*Description of Data Items Required for Each School*). As indicated previously, this information may already be available in one of the district applications for funding.

OPTION 3—Completing the hard copy table. You may use the form in Exhibit A-2 (*School Allocations of Title I, Part A Program Funds & State Compensatory Education Funds*) to record the information for each school. If you choose this alternative, please make as many copies of the table as you need to fill out the information for all of the schools in your district.

OPTION 4—Combination of the above. If some, but not all, of the information is contained in pre-existing reports, you can provide copies of the reports along with electronic files or hard copy tables containing the requested information not contained in the reports.

The project data collector will talk with you about which option is most convenient for you to provide the necessary information.

Exhibit A-1. Description of Data Items Needed for Each School

Name of Item	Description of Item
Identification Information 1. School ID Code	School identification code used by your district
2. School Name	Name of the school
3. School Level	Enter one of the following codes for school level: 1 = Elementary 2 = Middle/Junior High school 3 = High school 4 = Combination elementary/secondary school 5 = Special education school 6 = Other school (e.g., continuation, adult education)
4. Program Type	Enter a code designating the type of Title I program operated by the school <i>(all schools should be classified into one of the following categories):</i> N = No Title I program T = Targeted assistance school S = School wide program
Enrollment Data 5. Enrollment	Total enrollment of the school in the 1996-97 schoolyear used in allocating Title I funds to schools for the 1997-98 schoolyear.
6. Number of students used in allocating Title I funds	Enter the number of students from low income families in the 1996-97 schoolyear used in allocating Title I funds to schools for the 1997-98 schoolyear.
7. Number of students eligible for free or reduced-price lunch	Enter the number of children eligible to receive free or reduced-price lunch at the school in the 1996-97 schoolyear.
Fund Allocations to School 8. Title I, Part A	Amount of Title I, Part A funds
9. State Compensatory Education Program	Amount of State Compensatory Education Program funds (if applicable)

Exhibit A-2. School Allocations of Federal Education Program Funds and State Compensatory Education Funds

1. School ID Code	2. School Name	3. School Level 1 = Elementary 2 = Middle/JHS 3 = High School 4 = Comb EVHS 5 = Special Ed 6 = Other	4. Program Type N = No Title I T = Targeted Assistance S = School- wide	5. Total Enrollment	6. Number of Students from Low Income Families used in Allocating Title I Funds	7. Number of Students Eligible for Free or Reduced Price Lunch	8. Title I, Part A Allocation	9. State Compensatory Education Program Allocation



Attachment B (to be completed by AIR/PSA data collector) — Title I, Part A**DO NOT COMPLETE THIS FORM.**

1. Amount of Title I Part A funds available for the 1997–98 school year: \$ _____

2. Budgeted or estimated amount of Title I Part A funds used in the 1997–98 school year for:

	Total Amount
Professional development	\$ _____
Technology	\$ _____
Preschool or full-day kindergarten programs	\$ _____
Extended-time programs (including before-school, after-school, and summer programs)	\$ _____
Targeted services for low-achieving or at-risk students	\$ _____
Developing and implementing standards and assessments	\$ _____
Parent and community involvement	\$ _____
Program administration	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____
Other uses not included above <i>(specify)</i> _____	\$ _____

**Attachment C (to be completed by AIR/PSA data collector) —
Professional Development and Title II Eisenhower Professional Development Program**

DO NOT COMPLETE THIS FORM.

1. Sources of funds used for professional development in the 1997–98 school year:

	Amount
Federal Programs	
Title I, Part A	\$ _____
Title II, Eisenhower Professional Development	\$ _____
Title III, Technology Literacy Challenge Fund	\$ _____
Title IV, Safe and Drug-Free Schools and Communities	\$ _____
Title VI, Innovative Education Program Strategies	\$ _____
Goals 2000	\$ _____
Other	\$ _____
State and Local Funds	
District general fund	\$ _____
State categorical programs	\$ _____
Other	\$ _____
Private Sources	
Grants from private foundations	\$ _____
Parent organizations	\$ _____
Other	\$ _____

**Attachment C (continued) —
Professional Development and Title II Eisenhower Professional Development Program**

DO NOT COMPLETE THIS FORM.

2. Budgeted or estimated amount of funds, both from all sources and from the district's Title II Eisenhower grant (if any), used for professional development in the 1997-98 school year for:

	Funds from All Sources	Title II Eisenhower
Professional development for instructional staff in mathematics or science	\$ _____	\$ _____
Professional development for instructional staff in other subject areas	\$ _____	\$ _____
Other professional development for instructional staff	\$ _____	\$ _____
Professional development for noninstructional staff	\$ _____	\$ _____
Developing and implementing standards and assessments	\$ _____	\$ _____
Program administration	\$ _____	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____	\$ _____
Other uses not included above		
(specify) _____	\$ _____	\$ _____
Total Amount Budgeted	\$ _____	\$ _____

**Attachment D (to be completed by AIR/PSA data collector) —
Technology and the Title III Technology Literacy Challenge Fund**

DO NOT COMPLETE THIS FORM.

1. Sources of funds used for technology in the 1997–98 school year:

	Amount
Federal Programs	
Title I, Part A	\$ _____
Title II, Eisenhower Professional Development	\$ _____
Title III, Technology Literacy Challenge Fund	\$ _____
Title IV, Safe and Drug-Free Schools and Communities	\$ _____
Title VI, Innovative Education Program Strategies	\$ _____
Goals 2000	\$ _____
Other	\$ _____
State and Local Funds	
District general fund	\$ _____
State categorical programs	\$ _____
Bond proceeds used for technology	\$ _____
Other	\$ _____
Private Sources	
Funds, discounts, or in-kind contributions from telecommunications industry	\$ _____
Grants from private foundations	\$ _____
Parent organizations	\$ _____
Other	\$ _____

**Attachment D (continued) —
Technology and the Title III Technology Literacy Challenge Fund**

DO NOT COMPLETE THIS FORM.

2. Budgeted or estimated amount of funds, both from all sources and from the district's Title III, Technology Literacy Challenge Fund (if any), used for technology in the 1997-98 school year for:

	Funds from All Sources	Title III
Hardware and software for instructional uses	\$ _____	\$ _____
Hardware and software for administrative uses	\$ _____	\$ _____
Connectivity with the Internet, local-area networks (LANs), or wide-area networks (WANs)	\$ _____	\$ _____
Technology maintenance and technical support	\$ _____	\$ _____
Professional development relating to the use of technology	\$ _____	\$ _____
Program administration	\$ _____	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____	\$ _____
Other uses not included above (specify) _____	\$ _____	\$ _____
Total Amount Budgeted	\$ _____	\$ _____

**Attachment E (to be completed by AIR/PSA data collector) —
Title IV (Safe and Drug-Free Schools and Communities) Program**

DO NOT COMPLETE THIS FORM.

1. Amount of Title IV funds available for the 1997-98 school year: \$ _____

2. Budgeted or estimated amount of Title IV funds used in the 1997-98 school year for:

	Total Amount
Professional development	\$ _____
District drug, alcohol, violence prevention programs for students	\$ _____
School security	\$ _____
Before-school and after-school programs	\$ _____
Parent and community involvement	\$ _____
Program administration	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____
Other uses not included above	
(specify) _____	\$ _____
Total Amount Budgeted	\$ _____

**Attachment F (to be completed by AIR/PSA data collector) —
Title VI (Innovative Education Program Strategies)**

DO NOT COMPLETE THIS FORM.

1. Amount of Title VI funds available for the 1997–98 school year: \$ _____

2. Budgeted or estimated amount of Title VI funds used in the 1997–98 school year for:

	Total Amount
Professional development	\$ _____
Technology	\$ _____
Developing and implementing standards and assessments	\$ _____
Extended-time programs (including before-school, after-school, and summer programs)	\$ _____
Targeted services for low-achieving or at-risk students	\$ _____
Parent and community involvement	\$ _____
Program administration	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____
Other uses not included above (specify) _____	\$ _____
Total Amount Budgeted	\$ _____

**Attachment G (to be completed by AIR/PSA data collector) —
Standards-Based Education Reform and Improvement and the Goals 2000 Program**

DO NOT COMPLETE THIS FORM.

1. Amount of Goals 2000 funds available for the 1997-98 school year: \$ _____

2. Budgeted or estimated amount of funds, both from all sources and from the district's Goals 2000 grant (if any), used for standards-based reform and improvement in the 1997-98 school year for:

	Funds from All Sources	Goals 2000
Professional development	\$ _____	\$ _____
Technology	\$ _____	\$ _____
Developing and implementing standards and assessments	\$ _____	\$ _____
Extended-time programs (including before-school, after-school, and summer programs)	\$ _____	\$ _____
Targeted services for low-achieving or at-risk students	\$ _____	\$ _____
Parent and community involvement	\$ _____	\$ _____
Program administration	\$ _____	\$ _____
Funds allocated to individual public schools and not included in the above estimates	\$ _____	\$ _____
Funds allocated for equitable services for students and teachers in private schools and not included in the above estimates	\$ _____	\$ _____
Other uses not included above (specify) _____	\$ _____	\$ _____
Total Amount Budgeted	\$ _____	\$ _____

**Attachment H (to be completed by AIR/PSA data collector) —
State Compensatory Education Program**

DO NOT COMPLETE THIS FORM.

1. Amount of state compensatory funds available for the 1997–98 school year: \$ _____

2. Budgeted or estimated amount of state compensatory funds used in the 1997–98 school year for:

	Total Amount
Professional development	\$ _____
Technology	\$ _____
Pre-school or full-day kindergarten programs	\$ _____
Extended-time programs (including before-school, after-school, and summer programs)	\$ _____
Targeted services for low-achieving or at-risk students	\$ _____
Developing and implementing standards and assessments	\$ _____
Parent and community involvement	\$ _____
Program administration	\$ _____
Funds allocated to individual public schools and not included in above estimates	\$ _____
Other uses not included above (specify) _____	\$ _____
Total Amount Budgeted	\$ _____

② Request for Documents and Materials: Director of Fiscal Services

Study of Education Resources and Federal Funding

Please do not complete any of the forms in this request until the project data collector assigned to your district has called. Please review this request prior to the phone call if possible. An AIR or PSA Data Collector will discuss this request and work with you to determine the best and most expeditious way of obtaining the requested documents and information.

Purpose. This request asks you to provide both general district budget information and specific information on the salaries and benefits of individual district employees assigned to the schools listed on the attached sheet labeled "Selected Schools."

Format of Materials. If the documents you maintain are not in the format suggested below, please send us the information in *whatever form* it is available.

Confidentiality. Materials may include the names of individual employees. We will honor confidentiality in all of our data analysis and reporting. *District, school, and employee names will not be retained on our computerized files or reported in any way.*

List of Materials. Please provide the following:

1. **General district budget adopted for FY 1997–98.** This document should contain the published budget adopted by the local board of education. The information we hope to obtain from this document includes total projected revenue by source (including federal, state, local, and private sources) for the 1997–98 school year, total projected expenditures, and some limited demographic information about the total enrollment of the district. We hope to obtain information on the overall district budgets for specific federal education programs broken down by function (administration, instruction, and support), object of expenditure (e.g., salaries, benefits, and various categories of nonpersonnel expenditures), and/or school site.
2. **Personnel or payroll report (selected schools ONLY).** This report may be requested from the payroll or personnel system. Ideally, we would like to obtain specific information for each employee at each of the schools listed on the attached list of selected schools. A more detailed description of the information we would like to obtain is included in **Attachment A—Request for Payroll Information**. We will also need to obtain a list of the account codes and descriptions relevant for your district so we can interpret any payroll information you provide. Specifically, we will need to know how to interpret your site, object of expenditure, function, program, and fund codes.
3. **Employee Benefits and Payroll Tax Documentation. IF YOU CANNOT PROVIDE COMPLETE EMPLOYEE BENEFIT INFORMATION AS REQUESTED IN THE PERSONNEL OR PAYROLL REPORT (#2 ABOVE),** it will be necessary to provide the information requested in **Attachment B—Request for Information on Employee Benefits Programs, Payroll Taxes, and Their Costs**. This attachment requests information about your district's contributions to employee benefits programs including such things as health insurance and retirement programs. Based on information you provide and with your assistance, the data collector will complete the forms contained in **Attachment B**.

Please **return these materials** to the person in your district who requested you to complete them (generally, your district's **Director of Federal Programs**). If you have any questions, call the toll-free number: (888) 324-7373, and a data collector will call you back.
Thank you for your help!

Attachment A—Request for Payroll Information

We need to collect payroll information for ALL district employees who are assigned to, or provide services at, the selected schools in

your district (see list of "Selected Schools"). You may respond to this request in either of two ways:

Option 1—Provide an electronic file containing the payroll information for the Sample Schools.

Option 2—Provide a hard copy print out of payroll information for the Sample Schools.

The AIR or PSA data collector will discuss these options with you and assist you in selecting the best and least burdensome way of providing the necessary information.

Who should be INCLUDED on the List of Staff?

Please include any individual who is *directly assigned* to one of the selected schools or whose job consists in part of providing services to one of the selected schools on a regular basis. Specifically, the following types of employees should be included:

- **Regular school staff:** such as teachers, principals, teaching aides or assistants, secretaries and clerical staff who are assigned and spend all of their working hours at one of the listed schools.
- **District level staff serving the listed schools:** those who may operate out of the central office such as itinerant resource teachers, related service providers, or other specialists, and who come into contact with students or staff assigned to one of the sample schools. *For example, an itinerant speech therapist whose responsibilities consist entirely of making regular weekly or monthly visits to schools to provide services to a specific roster of teachers and children should be included.*

Who should NOT BE INCLUDED on the List of Staff?

- Anyone who serves **ONLY** a central administrative or support function.
- Anyone who is assigned specifically to one of the centralized district sites and only provides services to the listed schools on an as-needed basis. For example, a psychologist who visits a listed school only on an as-needed basis should be excluded. However, if the psychologist visits the school on a regularly scheduled basis, (s)he should be included.

What types of payroll information should be provided?

The following page and the District Employee Data Form show the items we need to gather for each employee who is assigned to, or provides services on a regularly scheduled basis at, the listed schools. These materials are provided to assist you in identifying the specific information in which we are interested. A "Sample List of Job Codes" is also attached, primarily for informational purposes.

NOTE ON BENEFITS INFORMATION: Only if the benefit contributions for individual employees requested in this documentation are NOT easily accessible OR the state makes contributions to employee benefits will it be necessary to provide the information requested in **Attachment B**.

Table A-1. Description of Payroll Information Needed

Name of Item	Description
Identification Information	
1. Name (<i>Last, First, MI.</i>)	Enter the last name, first name and middle initial of the individual.
2. Job Code	Enter either your district's job code or a code from the List of Job Codes . If you use your district's job codes, please provide a list of your job codes and job titles.
3. Gross Annual Pay	Enter the gross (before tax) annual pay to be received by each employee during the 1997–98 school year.
4. Percent of full-time	Enter the individual's percent of full-time employment for the 1997–98 school year in the district.
5. Hourly wage rate	Enter the hourly wage rate for each employee for the 1997–98 school year. For some personnel, pay is typically expressed as an hourly wage rather than gross annual pay.
6. Total paid hours per year	Enter the total number of paid hours (<i>including work, vacation, paid holidays or leave time</i>) expected for each employee for the 1997–98 school year.
7. Total paid hours of vacation, holidays & leave time	Enter the total number of paid hours of vacation, paid holidays or leave time anticipated for each employee for the 1997–98 school year.
8. Total benefit contributions per year	Please include the following in this total: Health/Medical Benefits —the district contribution per year for medical, dental, vision, and other health related insurance coverage provided for this individual. Retirement contributions —the amount contributed by your district per year to the retirement system (NOT Social Security) for this individual. Payroll taxes —the amount contributed by your district per year on behalf of each employee for Social Security, unemployment, disability, worker's compensation, and any other payroll taxes. <i>(DO NOT INCLUDE ANY INCOME OR OTHER TAXES WITHHELD FROM THE EMPLOYEE'S PAY AS BENEFITS.)</i>
NOTE: If individual data on benefits are not easily available, please complete the information requested in Attachment B about Employee Benefits and Payroll Taxes .	
9. PERCENT OF FULL-TIME OR HOURS CHARGED TO:	
a. Title I, Part A	Enter the percent of full-time charged to Title I, Part A program funds.
b. Title II	Enter the percent of full-time charged to Title II program funds (<i>Eisenhower Professional Development Program</i>).
c. Title III	Enter the percent of full-time charged to Title III program funds (<i>Technology Literacy Challenge Fund</i>).
d. Title IV	Enter the percent of full-time charged to Title IV program funds (<i>Safe and Drug-Free Schools and Communities</i>).
e. Title VI	Enter the percent of full-time charged to Title VI program funds (<i>Innovative Education Program Strategies</i>).
f. Goals 2000	Enter the percent of full-time charged to Goals 2000.
g. State Compensatory Education	Enter the percent of full-time charged to state compensatory education programs.
h. Other (<i>specify</i>) _____	Enter the percent of full-time not charged to one of the above programs. Include time charged to the general fund or any other fund besides the ones listed in 9a through 9g above.

SAMPLE LIST OF JOB CODES
for Table A-1

THIS IS PROVIDED TO SHOW YOU THE TYPES OF EMPLOYEES
TO BE LISTED FOR EACH SCHOOL.

Professional/Certified Personnel		Classified/Noncertified personnel	
Code	Description	Code	Description
	School Administrators		School Administrators
111	School Principal	201	Administrative/Managerial
112	Vice/Asst Principal/Dean	202	Business or Accounting staff
114	Instructional Coordinator/Supervisor	203	Technical or Computer Support Personnel
119	Other School Administrative Personnel		
	Teachers		Paraprofessionals
		211	Instructional Aide
121	Classroom Teacher	212	Library Aide
122	Resource Teacher/Specialist	213	Nurses Aide
129	Resource Specialist	214	Noon/Yard Duty Aide
123	Subject Matter Specialist	215	Administrative Aide
		219	Other Paraprofessional Personnel
	Instructional Support Personnel		Non instructional Support Personnel
131	Librarian		Secretary/Clerical Staff
132	Media Specialist	221	Head Custodian
141	School Psychologist	231	Custodian/General Maintenance
142	Social Worker	232	Grounds Keeper
143	Guidance Counselor	233	Skilled tradesman (e.g., plumber, electrician, mechanic)
144	Attendance Officer	241	Security
151	Physician		Other Noncertified Personnel
152	School Nurse	251	
153	Dental Hygienist	299	
161	Speech Therapist		
162	Physical/Occupational Therapist		
169	Other Therapist		
199	Other Certified Personnel		

Attachment B—Request for Information on Employee Benefit Programs, Payroll Taxes, and their Costs

DO NOT COMPLETE THIS FORM. THE AIR/PSA DATA COLLECTOR WILL COMPLETE A FORM LIKE THIS ONE USING THE INFORMATION YOU PROVIDE.

THIS INFORMATION SHOULD BE PROVIDED ONLY IF YOU WERE UNABLE TO PROVIDE INFORMATION ABOUT TOTAL BENEFIT CONTRIBUTIONS BY YOUR DISTRICT FOR EACH EMPLOYEE (ITEM 8 ON THE DISTRICT EMPLOYEE DATA FORM) OR IF YOUR STATE MAKES CONTRIBUTIONS TO EMPLOYEE BENEFITS.

If possible, the data collector will try to obtain this information from you during a phone call. **If you have documentation on the benefit programs and payroll taxes commonly paid by your district and state please return them with the rest of your materials** to the person who gave you this request (typically, your district's Director of Federal Programs), so that a data collector can verify the information obtained from you over the phone.

a. Benefit Rates

A benefit rate is a percentage which provides an estimate of how much the district contributes on behalf of that employee for every dollar earned. For example, if an employee earns an annual salary of \$25,000, and the district contributes \$5,000 per year for health insurance and 10 percent for the retirement program (assuming there were no other benefits), then the overall benefit rate would be calculated as follows:

$$\begin{aligned} \text{Total benefits} &= \$5,000 + (.10 \times \$25,000) = \$5,000 + \$2,500 = \$7,500 \\ \text{Benefit rate} &= \$7,500/25,000 = .30 \text{ (or 30.0\%)} \end{aligned}$$

1. For budgeting purposes, does the district use a particular benefit rate to estimate expenditures for benefits?
(PLEASE CHECK ONE BOX)

- Yes → **GO TO A**
No → **SKIP TO SECTION B, ELIGIBILITY FOR BENEFITS**

A. What is the benefit rate (expressed as a percent) used for:

Certified personnel: _____ %

Noncertified personnel: _____ %

b. Eligibility for Benefits

1. Are all of the district's employees eligible for full benefit contributions? (PLEASE CHECK ONE BOX)

- Yes
No

2. What percentage of full-time do the district's **certified employees** have to work to be eligible for full benefits?

percent of full-time: _____ %

3. How many hours per week do the district's **noncertified employees** have to work to be eligible for full benefits?

hours per week: _____

4. Do you pro-rate benefits proportionately above these minimums for eligibility? (PLEASE CHECK **ONE** BOX)

Yes

No

c. Benefit Contributions by your District and State

The following tables are designed to gather information on benefit contributions made by the district or state on behalf of its employees. Table 1 asks about health insurance benefits determined on a per employee basis. Table 2 asks about retirement plan benefits which are determined as a percent of salary.

Table 1—Health and Welfare Benefits Per Employee Contributed by your District and State

For Part 1 of Table 1, we need the health and welfare benefits paid by your **district** for a *typical* certified and noncertified employee. In Part 2 of Table 1, we need the health and welfare benefits paid by your **state department of education or any other state agency** for a *typical* certified and noncertified employee. These items are generally contributed in the form of a lump-sum amount per employee (e.g., \$4,000 for medical insurance premiums). This amount may be different for each employee depending upon the numbers of dependents, the plan selected, and other selected dimensions of available plans. Use the following rules in completing Table 1.

- *If your district or state offers employees a choice of plans, please record the information below for the plan most widely selected by your employees.*
- *If your district offers employees a fixed amount of money to be distributed according to the employees' wishes among alternative benefit plans or programs (i.e., cafeteria plans), please enter the amount in Table 1, Part 1, Row e. If your state offers employees a fixed amount of money to be distributed according to the employees' wishes among alternative benefit plans or programs (i.e., cafeteria plans), please enter the amount in Table 1, Part 2, Row e.*
- *If your state department of education or another state agency contributes money on behalf of your district employees, please provide the information requested in Table 1, Part 2.*

Table 2—Other District and State Contributions to Employee Benefits and Payroll Taxes

We need the *typical* percentages of salary contributed by the district (for Part 1) and by the State (for Part 2) on behalf of employees for retirement, unemployment compensation, worker's compensation, disability insurance, and other related benefits.

- *If your district or state offers employees a choice of plans, please provide the information below for the plan most widely selected by your employees.*
- *If your state department of education or another state agency contributes money on behalf of your district employees, please provide the information requested in Table 2, Part 2.*

DO NOT COMPLETE THIS FORM. THE DATA COLLECTOR WILL COMPLETE A FORM LIKE THIS ONE USING THE INFORMATION YOU PROVIDE.

Table 1—Health and Welfare Benefits Per Employee Contributed by Your District or State

Category of Health and Welfare Benefits	Contribution for Health and Welfare Benefit Items per Employee per Year for:					
	Certified Employees <i>This category includes teachers, instructional support personnel, and school or district administrators.</i>			Noncertified Employees <i>This category includes instructional aides, secretaries, clerical staff, custodial and maintenance staff, technical and business personnel, food service, and transportation personnel.</i>		
	Employee Only	Employee & Spouse Only	Employee & All Dependents	Employee Only	Employee & Spouse Only	Employee & all Dependents
Part 1. District Contribution						
a. Medical Insurance						
b. Dental Insurance						
c. Vision Insurance						
d. Life Insurance						
e. Cafeteria plan: a fixed amount allocated based on employee choice						
f. Other benefits (specify) _____						
Part 2. State Contribution						
a. Medical Insurance						
b. Dental Insurance						
c. Vision Insurance						
d. Life Insurance						
e. Cafeteria plan: a fixed amount allocated based on employee choice						
f. Other benefits (specify) _____						

DO NOT COMPLETE THIS FORM. THE DATA COLLECTOR WILL COMPLETE A FORM LIKE THIS ONE USING THE INFORMATION YOU PROVIDE.

Table 2—Other District and State Contributions to Employee Benefits and Payroll Taxes

Other Benefit Items Contributed Based on a Percentage of Salary	Percentage of Salary Contributed for:	
	Certified Employees (%)	Noncertified Employees (%)
Part 1. District Contribution		
a. Retirement system (other than Social Security)		
b. Unemployment compensation		
c. Worker's compensation		
d. Disability insurance		
e. Other (specify) _____		
Part 2. State Contribution		
a. Retirement system (other than Social Security)		
b. Unemployment compensation		
c. Worker's compensation		
d. Disability insurance		
e. Other (specify) _____		

Does your district or state make contributions to the Social Security System on behalf of your certified or noncertified employees?

a. Certified employees (PLEASE CHECK ONE BOX)

Yes
 No

b. Noncertified employees (PLEASE CHECK ONE BOX)

Yes
 No

① Request for Documents and Materials from Schools

Study of Education Resources and Federal Funding

Purpose. In order to study how funds from different federal education programs are spent by schools and school districts, we must collect detailed budget and finance and personnel information from schools and school districts. We want to make it as easy as possible for you to provide us with this information.

Format of Materials. If the documents you maintain are not in the format suggested below, please send us the information in whatever form it is available.

Confidentiality. In some cases, materials may include the names of individual school employees. We will honor confidentiality in all of our data analyses and reporting. *District, school, and employee names will never be retained on our computerized files or reported in any way.* Your district office is aware that we are collecting this information.

List of Requested Materials

1. Roster of all school employees. Each school generally maintains some type of roster or list of all employees at the site. The types of information which we would like to have listed include the following:

- Name (last name, first name, middle initial)
- Job title
- Percent of full-time, Full-time equivalency (FTE), or hours per week of work
- Portion of individual's time funded by these programs: Title I Part A, Title II, Title III Technology Literacy Challenge Fund, Title IV, Title VI, Goals 2000, State Compensatory Education, or other (e.g., general fund)

Please provide any such school roster that would identify employee job titles and sources of support.

2. Schedule of classes. We need to obtain information on the organization of classes in your school and the number of students served by each classroom teacher. The type of information available will be different for schools with self-contained classrooms (most elementary and middle schools) and schools with departmentalized classes (most junior high and high schools).

Schools with self-contained classrooms: Roster of teachers and class sizes or caseloads. Many elementary and middle schools maintain a list of *all* classroom teachers in the school and the enrollment for each of their classes. If it includes resource teachers, please indicate their caseloads (the number of students they serve).

INFORMATION ABOUT REPORTING BURDEN

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 1875-0146. The time required to complete this information collection is estimated to average 2 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding your individual submission of this form, write directly to: Stephanie Stullich, Planning and Evaluation Service, U.S. Department of Education, 600 Independence Avenue, S.W., Room 4133, Washington, D.C. 20202.

OMB Number 1875-0146

Expiration Date: March 2001

BEST COPY AVAILABLE

Schools with departmentalized classes: Master class schedule. Most secondary schools have a master class schedule which lists each course or class taught during the current semester by each teacher. We are interested in determining for each teacher the subject areas taught, the percentage of time spent teaching in each department, and the number of students served (i.e., class sizes). Ideally, we would like to obtain a master class schedule organized by teacher. If possible, we would like to obtain the master class schedule in electronic form. If it is not possible to obtain an electronic file, we would like the master class schedule organized by teacher with the following information:

- Teacher ID code
- Teacher name
- Room number or class period
- Course code, name, or description
- Days the class meets
- Number of minutes or periods the class meets
- Class size (number of students enrolled)

If it is not possible to organize (sort) the data by teacher, the list may be organized by course, period, or in any other way that is easiest for you to provide.

3. A schedule of aide time allocations to classrooms. Many schools have a schedule that indicates how aide time is allocated among classrooms or administrative settings. This information will help us determine which kinds of students are served by various aides.

4. Roster of staff involved in extended time programs at your school. We would like to obtain a list of staff (paid or unpaid) who are involved in any extended time (before or after school or weekend) programs which are part of your school program. We would like the same information for these staff as in item 1 above: name, job title (in the extended time program), hours per week, and program to which the person's time is charged.

5. A list of other personnel (paid or unpaid) who provide services in your school. Please send a list of any other individuals who provide administrative, support, or direct instructional or related services in your school. Include:

- individuals employed by your district who work out of the district office, but who provide services on a regular basis to your school (e.g., itinerant resource teachers, speech therapists)
- those employed by other public or private agencies (e.g., public health, social services, law enforcement)
- those individuals who volunteer their time on a regular basis

For each, please indicate the typical number of hours per week, per month, or per year (whichever is most appropriate) they provide services to your school. If there are *too many individuals to easily list* (for example, volunteers), please list the types of individuals who typically come into your school to provide services along with the total person hours of service they provide.

Examples of the types of individuals include:

- itinerant resource teachers or specialists, related service providers such as speech therapists
- parents, community members, or college students who volunteer teaching, tutoring, or classroom aide time
- public health nurses, physicians, or other health personnel providing clinical services
- family counselors from social service agencies
- university faculty or education reform consultants who provide services to staff
- nutrition specialists who provide counseling, education, or food services to families
- law enforcement officers who may participate in drug or alcohol awareness programs

Otherwise, please indicate which individuals are volunteers.

6. School level budgets for selected federal programs. We would like to receive information on how your school is spending federal program funds over which your school has control. If your school participates in Title I, you should receive an allocation of Title I funds from the school district. For other federal programs, some districts may allocate some or all of the funds for individual schools to use, while other districts use the money at the district level to provide programs and services for students and staff at individual schools or throughout the district.

If your district has budgets or plans for the 1997–98 school year showing how it is using funds from any of the federal programs shown below, please provide us with a copy of these documents.

- **Title I, Part A**
- **Title II** (*Eisenhower Professional Development Program*)
- **Title III** (*Technology Literacy Challenge Fund*)
- **Title IV** (*Safe and Drug-Free Schools and Communities*)
- **Title VI** (*Innovative Education Program Strategies*)
- **Goals 2000**
- **State Compensatory Education**

We are particularly interested in any information that would indicate how the budgets for each of these federal programs were allocated among:

- activities (e.g., parental involvement, extended time programs, assessment, and coordination with other programs)
- functions (e.g., administration, instruction, professional development)
- objects of expenditure (e.g., salaries and benefits of administrators, teachers, and aides; instructional materials, technology, travel)

Where to send the materials. Please place the materials in the self-addressed pre-paid Federal Express package and send them to your data collector at the location below that he or she recommends. If you have any questions, call either the data collector with whom you have been speaking or leave a message at our toll-free number, (888) 324-7373, and we will call you back. Thank you for your help!

Education Resources Study
American Institutes for Research
John C. Flanagan Research Center
1791 Arastradero Road
Palo Alto, CA 94304

Education Resources Study
American Institutes for Research
Pelavin Research Center
1000 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

Education Resources Study
Policy Studies Associates, Inc.
1718 Connecticut Avenue, N.W., Suite 400
Washington, DC 20009



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



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