Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program

Volume 2

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Appendix A. Data Collection Technical Appendix

This appendix describes the various data sources, the procedures for sampling and collecting these data, and the analysis methods used. This appendix includes detailed information on the intended audiences for the state and local coordinator surveys, the process of creating the coordinator sampling frames and the sampling procedures, the survey data collection procedures, and response rates, and nonresponse and coverage bias analyses and weighting adjustments. The appendix also details the case study state and local subgrantee sampling frame and selection processes, site visit and interview procedures and respondents, and qualitative data review and analyses.

State and Local Agency Surveys

Study Population and Sampling Frame

State educational agency (SEA) and state agency (SA) coordinator surveys. The population of inference for the state agency survey is the state-level Part D programs in each state. The target population included the following: (1) the SEA that oversees the whole Part D program for the state, and (2) the SA that administers Part D, Subpart 1 programs for its respective agencies (e.g., juvenile justice, child welfare).

- *Sample attainment*. The study team used a multistage process to build the list (frame) of state agencies. First, we obtained the contact information for all SEA Part D coordinators through the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) website. Then we confirmed the accuracy of these contacts with NDTAC staff. Second, when we contacted the SEA coordinators about participating in the survey, we asked them to submit the list of SA contacts through an online form on a secure website. We continued to follow up until we received SA contacts from all 52 SEA coordinators.

- *Sample size.* On the basis of information from NDTAC, we estimated there would 52 SEA coordinators and 108 SA coordinators. We estimated that each state would have two or three SAs, but the number by state ranged from zero to three, with a total population of 83 SAs.[1] Exhibit A-1 shows the number of Part D SAs in each state. There is one SEA in all 50 states and in the District of Columbia and Puerto Rico, for a total of 52 SEAs.

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[1] During the survey data collection, the study team found that one of the state agencies was a duplicate; it had been merged into another agency.

Exhibit A-1.   Number of state agencies per state or territory

State	Number of state agencies	State	Number of state agencies	State	Number of state agencies
Alabama	1	Louisiana	3	Oklahoma	2
Alaska	1	Maine	1	Oregon	1
Arizona	2	Maryland	2	Pennsylvania	1
Arkansas	1	Massachusetts	2	Puerto Rico	1
California	2	Michigan	2	Rhode Island	2
Colorado	1	Minnesota	1	South Carolina	2
Connecticut	2	Mississippi	1	South Dakota	0
Delaware	2	Missouri	2	Tennessee	2
District of Columbia	1	Montana	1	Texas	2
Florida	1	Nebraska	3	Utah	1
Georgia	2	Nevada	2	Vermont	2
Hawaii	2	New Hampshire	2	Virginia	2
Idaho	2	New Jersey	3	Washington	0
Illinois	1	New Mexico	2	West Virginia	1
Indiana	1	New York	2	Wisconsin	1
Iowa	2	North Carolina[‡]	2	Wyoming	2
Kansas	1	North Dakota	1		
Kentucky	2	Ohio	2		

Note: Two states, Washington and South Dakota, did not have any SAs that received Part D funds, and the other 50 states had between one and three agencies that we included in the survey.
[‡] The study team discovered during survey data collection that the two state agencies in North Carolina had been merged into one agency.
Source: SA contacts submitted by SEA Part D coordinators, 2016–17.

School district and local facility program (LFP) coordinator surveys. The target local agency population included the following: (1) the school districts that are responsible for overseeing local program subgrants, and (2) the juvenile justice (delinquent) and child welfare (neglected) LFPs that receive Part D, Subpart 2 funds from and are overseen by a school district.

- *Sample attainment.* The sampling frame for the local agencies did not exist; therefore, the research team used a two-step process to assemble a complete list of these school districts and local facilities. In the first step, we asked SEAs that were providing SA contact information also to supply school district contact information through the online form. Of the 52 states and territories, 44 states received Subpart 2 grant funds for their local agencies. Therefore, we received school district contacts only from 44 states. In the second step of the sample attainment process, we contacted all school districts, regardless of whether they were selected to complete the survey, and requested the complete list of all LFPs with whom they worked. The project team continued to follow up with the school districts until we received their LFPs' contact information.

- *Sample sizes before sampling.* Although there was no sample frame for local agencies, we did have access to an estimated number of local agencies in each state from the 2014–15 Consolidated State Performance Report (CSPR) data. We were able to use those numbers to confirm that the number of school district and LFP contacts we received was approximately what we expected. We anticipated receiving a total of 2,996 contacts for local agencies. We received a total of 2,904 contacts (1,069 school districts and 1,835 LFPs). Exhibit A-2 shows the number of local agency contacts that we expected from each state and the number we received.

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Exhibit A-2. Number of anticipated and received school district and local facility program coordinator contacts per state

State	Total local agencies (school districts plus local facility programs) anticipated	Total local agencies (school districts plus local facility programs) received	School districts received	Local facility programs received
Total	**2,996**	**2,904**	**1,069**	**1,835**
Alabama	74	58	25	33
Alaska	7	12	7	5
Arizona	5	40	17	23
Arkansas	0	40	17	23
California	448	214	53	161
Colorado	26	36	15	21
Connecticut	10	13	6	7
Florida	197	140	31	109
Georgia	0	7	3	4
Idaho	26	33	17	16
Illinois	26	40	21	19
Indiana	68	63	29	34
Iowa	96	50	23	27
Kansas	40	34	12	22
Kentucky	60	79	39	40
Louisiana	41	46	16	30
Maine	5	6	3	3
Maryland	20	15	4	11
Massachusetts	58	68	36	32
Michigan	106	118	62	56
Minnesota	84	88	23	65
Mississippi	18	39	18	21
Missouri	43	52	20	32
Montana	8	24	12	12
Nebraska	8	9	5	4
Nevada	17	35	7	28
New Hampshire	5	6	3	3
New Jersey	18	23	9	14
New Mexico	48	30	14	16
New York	326	378	141	237
North Dakota	7	8	4	4
Ohio	215	182	77	105
Oklahoma	121	123	44	79
Oregon	45	41	22	19
Pennsylvania	417	286	55	231
South Carolina	5	73	26	47
South Dakota	30	26	11	15
Tennessee	30	34	4	30
Texas	144	159	61	98
Virginia	2	38	12	26
Washington	21	46	26	20
West Virginia	43	17	5	12
Wisconsin	13	43	19	24
Wyoming	15	32	15	17

Note: Seven states did not receive Subpart 2 funds in 2016–17 and are not included in this table: Delaware, District of Columbia, Georgia, Hawaii, North Carolina, Puerto Rico, Rhode Island, Utah, and Vermont.
Sources: Certified data sent by the U.S. Department of Education to the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth, May 2015; district contacts submitted to the study team by SEA Part D coordinators, 2016–17; LFP contacts submitted to the study team by district Part D coordinators, 2016–17.

Sampling Design and Results

SEA and SA coordinator surveys. Given the small number of SEA and SA coordinators, it was important to seek data from all of them. All 52 SEA coordinators comprised the population that was asked to participate in the SEA survey, and all 83 SA coordinators were invited to participate in the SA survey.

School district and LFP coordinator surveys. The objective of this survey was to draw a representative sample of school districts and LFPs that would yield a total of about 1,200 completed surveys between the two samples (school districts and LFPs). The sample size was determined on the basis of the estimated number of local agencies in a state (both school districts and LFPs) found in the CSPR data. The study team implemented a sampling plan that balanced the precision of estimates in states with low and higher numbers of local agencies. States with 30 or fewer estimated local coordinators were sampled with certainty; within other states, agencies were sampled at a rate of 42 percent. The study team selected this sampling rate on the basis of estimated agency counts for the non-certainty states, with the goal of obtaining a starting sample size of 1,574. Assuming a response rate of 80 percent, we expected this starting sample to yield slightly more than the 1,200 target completes (school districts and LFPs combined).

- *School district sample.* The research team received a total of 1,069 school district contacts from SEAs, and we sampled 654 school districts for the survey (see Exhibit A-3). The states supplied us with contact information for school district coordinators on a rolling basis; thus, we sampled school districts independently within states in three waves. We based the decision to sample a state or to take all school districts in a state with certainty on the anticipated total of both school districts and LFPs. At the time the school districts were sampled, the frame of LFPs had not yet been obtained; therefore, we based this decision on the total of school districts and estimated LFPs.

  During the sampling process in Wave 1, the "sample versus take-all" decision was not correctly implemented because of an error that resulted in school districts in 21 states being selected with certainty instead of only 13. Kentucky, Missouri, Oregon, Illinois, Kansas, Mississippi, Virginia, and Colorado all were errantly sampled at a rate of 100 percent instead of 42 percent. The samples drawn from these eight states were medium size (i.e., the number of school district coordinator contacts received for each of these states ranged from 12 to 39), and when combined with the estimated number of LFPs, the total count of school districts and LFPs was expected to be greater than 30. Therefore, we should have sampled from these states rather than including all received contacts. Given that the oversampling occurred in medium-size school districts and there was still uncertainty about the total LFP sample that would be obtained, we decided not to adjust the sample sizes for other states in later waves.

Exhibit A-3. Number of school districts and local facility programs per state, contacts received and sampled

State	School district contacts received	School district contacts sampled	Local facility program contacts received	Local facility program contacts sampled
Total	**1,069**	**654**	**1,835**	**920**
Alaska	7	7	5	5
Alabama	25	11	33	14
Arkansas	17	17	23	20
Arizona	17	8	23	16
California	53	23	161	64
Colorado	15	15	21	14
Connecticut	6	6	7	7
Florida	31	14	109	42
Georgia	3	3	4	4
Iowa	23	10	27	15
Idaho	17	17	16	16
Illinois	21	21	19	11
Indiana	29	13	34	14
Kansas	12	12	22	20
Kentucky	39	39	40	16
Louisiana	16	7	30	16
Massachusetts	36	16	32	17
Maryland	4	4	11	11
Maine	3	3	3	3
Michigan	62	27	56	22
Minnesota	23	10	65	26
Missouri	20	20	32	18
Mississippi	18	18	21	20
Montana	12	12	12	12
North Dakota	4	4	4	4
Nebraska	5	5	4	4
New Hampshire	3	3	3	3
New Jersey	9	9	14	14
New Mexico	14	6	16	16
Nevada	7	7	28	16
New York	141	60	237	93
Ohio	77	33	105	41
Oklahoma	44	19	79	31
Oregon	22	22	19	14
Pennsylvania	55	24	231	91
South Carolina	26	26	47	20
South Dakota	11	11	15	15
Tennessee	4	4	30	18
Texas	61	26	98	39
Virginia	12	12	26	14
Washington	26	11	20	20
Wisconsin	19	19	24	15
West Virginia	5	5	12	12
Wyoming	15	15	17	17

Sources: District contacts submitted to the study team by SEA Part D coordinators, 2016–17; LFP contacts submitted to the study team by district Part D coordinators, 2016–17.

- *LFP sample.* The study team received a list of 1,835 LFPs from school district coordinators and sampled 920 of them, as Exhibit A-3 shows. The team determined the number of LFPs for the sample by subtracting the number of school districts that completed the survey from the target total sample size of 1,200 across both school district and LFP surveys. At the time of sampling for the LFP survey, 468 of the school districts had fully completed the school district survey. Therefore, our target number of completed surveys for the LFP survey was 732 (1,200 – 468), resulting in a released sample size of 915 LFPs (we sampled 920 LFPs because of rounding in each stratum) with an expected response rate of 80 percent.

  In addition to the stratification by state as discussed in the previous section, the study team stratified the list of facilities in each state by program type (i.e., neglected, delinquent, or other) in which the coordinator works.[2]

Data Collection and Data Processing

SEA coordinator survey data collection. Data collection began November 30, 2016, and ended March 20, 2017. The study team used a Web survey as the sole mode of data collection. The target respondent for this survey was the coordinator of the Part D program for each state's or territory's department of education, and it took an estimated 30 minutes to complete the online survey. The survey covered the following topics: (1) agency characteristics, (2) program administration, and (3) outcome assessment and utilization. The survey was conducted in English.

Outreach to SEAs started with a notification letter that the U.S. Department of Education mailed to all 52 SEA coordinators. The letter explained the purpose of the study and alerted coordinators that they would be asked to complete a survey on the Part D program in their state. In addition, the letter asked SEA coordinators to provide, through an online form on a secure website, contact information for coordinators at all SAs and school districts that receive Part D funds in their state. This notification letter was followed by an electronic survey invitation on December 9, 2016, which included a unique hyperlink that the coordinators could use to access the survey. The study team followed up with nonresponding SEAs, as outlined below.

- Between mid-December 2016 and mid-January 2017, the study team sent four email reminders to SEAs, one of which included a PDF copy of the questionnaire that state coordinators could use to complete the survey.

- From mid-January through early February, the team placed telephone reminder calls to nonresponding SEAs. Trained staff made five attempts to reach the SEA coordinators on different days of the week and at different times of the day. The staff left voicemail messages on the first and third contact attempts.

- Between early February and mid-February, Department staff sent customized emails and followed up with telephone calls to encourage response to the survey and to solicit SA and school district coordinator contact information.

Survey data collection closed in mid-March 2017. A copy of the questionnaire is included in Appendix B.

SA coordinator survey data collection. Data collection began on February 6, 2017, and ended on October 4, 2017. A Web survey was the sole mode of data collection. The target respondent for this

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[2] Four cases were classified as "at risk" or "child welfare," and 31 cases were missing program type. All 35 of these cases were grouped in the "Other" stratum.

survey was the coordinator of the Part D program for each SA (juvenile justice and/or child welfare) that receives Part D funds, and it took an estimated 60 minutes to complete the online survey. The survey covered the following topics: (1) agency characteristics; (2) shared agency and funded-facility decision-making and collaborative planning; (3) education assessments, strategies, and services in funded facilities; (4) instructional staff qualifications and professional development in funded facilities; (5) outcome assessment and utilization in funded facilities; and (6) Part D fund budgets in funded facilities. The survey was conducted in English.

The study team collected SA survey data in two waves because of a delay in receiving contact information from some SEAs. Outreach to the SAs started with a notification letter that the Department emailed to all 83 SA coordinators. The first wave of SA notification letters was sent on February 6, and the second wave was sent on March 31. The letter alerted coordinators that they would be asked to complete a survey on the Part D program at their SA. This notification letter was followed by an electronic survey invitation on February 21 for Wave 1 and on April 6 for Wave 2; the letter contained a unique hyperlink that SA coordinators could use to access the survey. The study team followed up with nonresponding SAs as outlined below.

- Between early March and late July, the study team sent six email reminders to SA coordinators in both waves of the study. One of the email reminders included a PDF copy of the questionnaire that state coordinators could use to complete the survey.

- Between late March and mid-April for Wave 1 and from early May to late May for Wave 2, study team staff made telephone reminder calls to nonresponding SAs. These staff made five attempts to reach the SA coordinators on different days of the week and at different times of the day. The staff left voicemail messages on the first and third contact attempts.

- Between early May and mid-May, the study team prepared customized email text for each nonresponding SA coordinator. Then Department staff sent these customized emails, copying the SEA coordinator for each state. The team then followed up with telephone calls throughout the summer and early fall to encourage response to the survey.

Survey data collection closed October 4, 2017. A copy of the questionnaire is provided in Appendix B.

School district coordinator survey data collection. Data collection began on February 27, 2017, and ended on August 28, 2017. A Web survey was the primary mode of data collection, and the study team also mailed paper surveys to nonrespondents. Upon receipt of the completed paper surveys, the team entered data into the Web survey instrument. The target respondent for this survey was the coordinator of the Part D program for the districts that receive Part D funds, and it took an estimated 30 minutes to complete the survey. The survey covered the following topics: (1) agency characteristics, (2) program administration, and (3) outcome assessment and utilization. The survey was conducted in English.

Some school districts require researchers to submit a research application, which must be reviewed and approved by the school district before data are collected from any staff at the school district. Before undertaking the data collection, the study team conducted searches on sampled school districts to determine whether they required an approved research application. For those school districts that required research applications, the team submitted applications and waited for a response before we contacted the school district about participating in the survey. The study team followed up with school districts that did not respond within three to four weeks of submission. We identified 100 school districts out of the 654 sampled (15.3 percent) that required research applications. Of these, 42 school districts approved the application, four rejected it, and 54 did not provide a response within the data

collection period. We did not survey districts that rejected or did not respond to research applications; we treated them as eligible nonrespondents. We did, however, continue to contact these school districts until we received their list of LFPs to achieve a complete LFP sample frame.

The study team collected school district survey data in three waves because of a delay in receiving contact information from some SEAs. Outreach to the school districts started with a notification letter that the Department emailed to all school district coordinators, regardless of whether they were selected for the survey. The letter explained the purpose of the study. The first wave of school district notification letters was sent on February 27, the second wave was sent on April 24, and the third on May 8. Two different versions of the letter were created. The first version was sent to school district coordinators who were not included in the survey sample and simply asked them to provide contact information for coordinators at eligible LFPs with whom they work. The second version of the letter was mailed to sampled school districts and not only asked coordinators to provide LFP contacts but also alerted them that they would be invited to complete a survey on the Part D program in their school district. This notification letter was followed by an electronic survey invitation on March 7 for Wave 1, April 27 for Wave 2, and May 15 for Wave 3; the letter contained a unique hyperlink that school district coordinators could use to access the survey. The study team followed up with nonresponding SAs as outlined below.

- Between mid-March and late June, the study team sent up to five email reminders to school district coordinators in all three waves of the study.

- Between mid-March and mid-April, the study team made telephone reminder calls to nonresponding Waves 1 and 2 school districts. Trained staff made five attempts to reach the school district coordinators on different days of the week and at different times of the day. The staff left voicemail messages on the first and third contact attempts.

- Between July and late August, the study team and Department staff sent emails to nonresponding school districts to encourage the submission of the LFP contacts and to request their participation in the survey. Then staff followed up with telephone calls and enlisted the help of the SEA coordinators in the states with nonresponding school districts. In addition to encouraging school district coordinators to respond to the school district survey, staff continued to contact (by email or telephone) the school district coordinators until at least 70 percent of school districts had submitted a list of LFPs.

Survey data collection closed on August 28, 2017. A copy of the questionnaire is provided in Appendix B.

LFP coordinator survey data collection. Data collection began on October 10, 2017, and ended on January 8, 2018. A Web survey was the sole mode of data collection. The target respondent for this survey was the coordinator of the Part D program for local programs and facilities that receive Part D funds, and it took an estimated 60 minutes to complete the online survey. The survey covered the following topics: (1) agency characteristics; (2) shared decision-making and collaborative planning; (3) education assessments, strategies, and services; (4) instructional staff qualifications and professional development; (5) outcome assessment and utilization; and (6) use of Part D funds. The survey was conducted in English.

In some cases, several facilities included in the sample were managed by the same coordinator. That coordinator received invitations to complete the survey for each of his or her facilities. In some cases, coordinators indicated that the responses would be the same for the sampled facilities they manage because all the facilities, which are part of the same program, operate in the same way. To reduce the

burden on these survey respondents, the study team asked these coordinators to complete a survey for only one of the sampled facilities and labeled the remainder of their facilities as "siblings." When the data collection ended, the survey team copied the responses of the responding facility to the records of the nonresponding, sampled sibling facilities managed by the same coordinator.

The study team collected LFP survey data in three waves because of a delay in receiving contact information from some school districts. Outreach to the LFPs started with a notification letter emailed to all sampled LFP coordinators. The email included a PDF of a letter from the Department that explained the study. The first wave of LFP notification letters was sent on October 10, the second wave was sent on November 3, and the third wave was sent on November 29. The email alerted coordinators that they would be invited to complete a survey on the Part D program at their local facility or program. This notification email was followed by an electronic survey invitation on October 11 for Wave 1, on November 7 for Wave 2, and on November 30 for Wave 3. The invitation contained a unique hyperlink that each coordinator could use to access the survey. The team followed up with nonresponding LFPs as outlined below.

- Between mid-October and early January, staff sent up to 14 email reminders to coordinators in the three waves of the LFP sample.

- From late November through late December, staff placed telephone reminder calls to nonresponding LFPs. The staff prioritized the calls on the basis of overall LFP responses; states with the lowest response rates were given the highest priority. Trained staff made five attempts to reach the LFP coordinators on different days of the week and at different times of the day. They left voicemail messages on the first and third contact attempts.

- Starting in mid-December, Department staff prepared and sent customized emails to LFP coordinators in states with a greater than 50 percent nonresponse. The study team and Department staff then followed up with phone calls in late December and early January to encourage response to the survey.

Survey data collection closed on January 8, 2018. A copy of the questionnaire is included in Appendix B.

Data processing. The study team processed and cleaned the survey data in preparation for analysis, and they used the same process for all four surveys. The team reviewed all survey items for internal consistency, consistency between related items, and patterns of nonresponse. In addition, they reviewed missing data to distinguish between questions that the respondents did not answer and questions that were blank due to a skip pattern in the questionnaire. Fully complete surveys were differentiated from partially complete surveys by a disposition code. Finally, respondent identifiers and other variables not needed for analyses were stripped from the file, and weights were added in preparation for analyses.

Final Dispositions

After collecting the data, the study team assigned all cases a code indicating the final survey status. Surveys were considered complete if they were submitted as complete through the online survey software or responses were given to 90% or more of the questions on the instrument. School districts and LFPs that did not receive Part D funding during the 2016–17 school year or that were closed during 2016–17 were ineligible to complete the survey. Exhibits A-4 details the final case disposition for each survey.

Exhibit A-4.   Final case dispositions for coordinator surveys

Final case disposition	SEA survey	SA survey	LEA survey	LFP survey
Total	**52**	**83**	**654**	**920**
Total eligible	52	82	635	864
Survey not started	0	6	68	239
Survey partially completed (less than 90% of the items answered)	0	8	32	71
Survey completed (90% or more of the items answered)	52	68	477	534
Sibling facility completed	—	—	—	19
Research application required, denied	—	—	4	—
Research application required, no response	—	—	54	—
Refused	—	—	—	1
Total ineligible	—	1	19	56
Duplicate agency or facility	—	1	—	9
Did not receive funding in 2016–17	—	—	19	32
Facility was closed in 2016–17	—	—	—	15

Sources: SEA Coordinators survey, school year 2016–2017; SA Coordinator survey, school year 2016–2017; LEA Coordinator survey, school year 2016–2017; LFP Coordinator survey, school year 2016–2017.

Response Rates, Nonresponse Bias Analysis, and Weighting Adjustments

The need to construct weights for each survey depended on whether the survey collected data from a sample of a population or all population members and whether there was substantial nonresponse to the survey that required nonresponse weighting adjustment. The SEA survey drew responses from all 52 SAs in the population; as a result, no weighting was necessary. The study team attempted to collect data from all 83 known SAs through the survey; however, not all agencies responded. The school district and LFP surveys included samples of agencies and facilities, and each collection had nonresponse. The study team developed survey weights for the school district sample and the LFP sample separately; each set of weights can be used to produce estimates of the corresponding population, and the combined weights can produce estimates for the whole population of local agencies and facilities.

The following section summarizes the sample design of the school district and LFP surveys and the responses received from each of the three surveys (SA, school district, and LFP), shows the results of the nonresponse bias analysis, describes the weighting process, and discusses the weighting results for each survey.

SA coordinator survey. The study team attempted to collect data from all 83 known agencies through the SA survey; however, during the survey data collection, one of the SAs was found to be a duplicate because it had merged into another agency. This case was not included in the response rate calculation, weighting adjustments, and analyses. Sixty-eight of the agencies submitted a completed survey, resulting in an unweighted response rate of

$$AAPOR\ RR1 = \frac{I}{I + P + R + O} = \frac{68}{68 + 8 + 0 + 6} = 82.9\%$$

where *I* represents the count of completed interviews, *P* represents the count of partially completed interviews, *R* represents refusals, and *O* represents other nonresponse. Note that the partial completes did not provide sufficient data to meet the usability criteria that would allow them to be classified as *completes* (see the Data Collection and Data Processing section for details). Data from the partial completes were not used in the nonresponse bias analysis and weighting process, and they were excluded from the analysis.

Given that this was a census survey (i.e., no sampling), sampling error and statistical testing did not apply. However, the study team treated the nonresponse as a random phenomenon (i.e., the resulting sample was a random sample from the population) and produced error estimates to reflect the uncertainty in the estimates introduced by nonresponse. Therefore, the analysis conducted with the weights produced in this section used a missing-at-random assumption;[3] after controlling for the variables used in the weighting process, the missing data for the survey responses was random.

The two types of potential nonresponse are unit nonresponse and item nonresponse. "Unit nonresponse" refers to the fact that not all sampled units responded to the survey, whereas "item nonresponse" occurs when units that responded to the survey did not provide responses to some items. Only unit response is evaluated herein; no adjustments were made to account for item nonresponse. Hereafter in this section, the term *nonresponse* represents unit nonresponse for the SA survey; in the next two sections, this term represents unit nonresponse for the school district and LFP surveys.

Nonresponse can threaten the accuracy of survey estimates if any difference in the outcome variable exists between respondents and nonrespondents. This difference can cause a systematic deviation of a survey estimate from the population value. This systematic deviation is called "nonresponse bias," which can be measured as follows:

$$B(\bar{y}_r) = (n_{nr}/n)\ (\bar{y}_{r} - \bar{y}_{nr})$$

where *B* is the nonresponse bias, $\bar{y}_r$ is the mean estimate for the respondents, $\bar{y}_{nr}$ is the mean estimate for the nonrespondents, n_{nr} is the number of nonrespondents, and n is the total number of sampled units. In other words, nonresponse bias may occur if the outcome variables correlate with response propensity (i.e., the likelihood of response) because the formula suggests that nonresponse bias is a function of nonresponse rate and the difference between respondents and nonrespondents.

However, because information on the outcome variables was not available for nonrespondents, the study team used information on the sampling frame to assess the nonresponse bias and make weighting adjustments to reduce potential nonresponse bias in the analysis sample. The creation of weights relies on the availability of auxiliary information — variables — that are predictive of response propensity.[4] For the SA survey, only two variables were available for both the responding and nonresponding cases and were expected to be related to response propensity:

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[3] From Rubin, Donald B. 1976. "Inference and Missing Data." *Biometrika* 63, no. 3:581–592.

[4] Note that if the variables of interest in the survey data do not correlate with the response propensity, there will not be nonresponse bias in the estimates, and weighting will not affect the level of bias in estimates.

- *Region:* Four regions, Northeast, Midwest, South, and West, were created, with states assigned in accordance with the U.S. Census Bureau definitions.[5] Puerto Rico was categorized in the South region, although it is not included as such in the U.S. Census Bureau definition.

- *Agency type:* Two agency types were created — those whose names contain the words "correction," "justice," and "public safety" — and those whose names do not contain any of these words.

Exhibit A-5 shows the SA sample distribution by region, agency type, and response status. As this exhibit reveals, survey response patterns differ by region and agency type. Note that because the data cover the whole population, statistical significance testing does not apply; also, because the sample size is small, standard statistical significance testing would not be advisable. As a result, no statistical tests were conducted to evaluate the observed differences. Given the observed differences, both region and agency type were used in the construction of nonresponse weights.

Exhibit A-5. State agency coordinator survey sample distribution by region, agency type, and survey response status

Variable	No	Yes	Total
Total sample size	**14**	**68**	**82**
Region			
Northeast	12%	88%	*17*
Midwest	19%	81%	*16*
South	24%	76%	*29*
West	10%	90%	*20*
Agency type			
Justice	9%	92%	*47*
Other	29%	71%	*35*

Source: SA Coordinator survey, school year 2016–2017.

In a sample survey, the sampling weights typically are adjusted for nonresponse on the basis of the differences between the characteristics of respondents and those of all sampled members. After the nonresponse adjustments, the adjusted weights are calibrated to the population counts through poststratification, which is considered to be an effective method for obtaining more accurate estimates of population quantities.[6] Because the survey was a census survey of all members in the population, the nonresponse adjustments and calibration to the population counts were performed in one step through poststratification. To create these poststratification weights, the full sample, including responding and nonresponding cases, is sorted into cells that represent the combination of each variable used in nonresponse weighting adjustments. For the SA survey, there is a total of eight cells (four regions × two

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[5] Northeast: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, and Pennsylvania; Midwest: Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota; South: Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, District of Columbia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, and Texas; West: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming, Alaska, California, Hawaii, Oregon, and Washington (https://www.census.gov/geo/reference/gtc/gtc_census_divreg.html; accessed February 5, 2018).

[6] Little, Roderick J. A. 1993. "Post-stratification: A Modeler's Perspective." *Journal of the American Statistical Association* 88: 1001–1012.

agency types). Within these cells, the unit weight (for the SA survey, all cases in the population were sampled; therefore, the unit weight is 1 for all cases) for each *respondent* is inflated by a constant factor so that the weights of respondents in each cell sum up to the total count (responders and nonresponders) in each cell:

$$w_{ci} = \frac{N_c}{N_{cr}}$$

where N_c is the total count of respondents and nonrespondents in cell c, and N_{cr} is the total respondents in cell *c*. Because the population is small, and a majority of the population responded to the survey, a finite population correction (FPC) was applied to account for the reduction in variance when a non-negligible fraction of the population is included in an analysis. FPC was calculated as the number of respondents (N_r) divided by the total number of members (N) in the population:

$$fpc = \frac{N_r}{N}.$$

The final weights for the SA survey range from 1.00 for the cell of Northeast and "justice" agencies to 1.75 for the cell of South and "Other" agencies. The final weights sum up to the total counts in each cell of region and agency type and in the total eligible population.

Here is an example estimation syntax from Stata:

> *svyset [pw=weights], fpc(fpc) poststrata(poststrata) postweight(postweight)*

> *svy: mean VAR*

Local Agency (School District and LFP) Surveys

The target population for the local coordinator surveys (the school district survey and the LFP survey) was local coordinators for the school districts and the LFPs. The school district survey included a sample of school districts, and the LFP survey included a sample of LFPs. A goal of this study was to produce both national-level and state-level estimates for the coordinators of the school districts and LFPs. While the data are available to produce both types of estimates, only national-level estimates were used for this report.

School district survey. The unit of analysis for the school district survey was school districts that oversee local program (Subpart 2) subgrants from all SEAs. As discussed earlier, to conduct this survey, the study team first obtained a list of 1,069 school districts from all SEAs. (Some states do not receive Subpart 2 funds; therefore, not all SEAs provided school districts, as discussed later.) Although it is possible that this number (1,069) does not include all eligible school districts, there is no existing source of information about current school districts. Therefore, we treated the received lists as the complete listing of our target school districts.

A focus of this study was to produce state-level estimates for school districts and LFPs, and the sampling design employed a hybrid approach with differential sampling depending on the number of local agencies and facilities in the state. For states with an estimated number[7] of local agencies and facilities fewer than 30, all school districts were selected; for states with an estimated number of local agencies

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[7] The list of LFPs had not been collected at the time of the school district survey; therefore, the study team relied on estimates used to create the sample design.

and facilities greater than 30, a proportion of school districts (42 percent or greater, due to rounding up to the nearest integer) were randomly selected.

A sample of 654 school districts were selected to participate in the survey from the full list of 1,069 school districts.

The sampling weights were calculated as

$$w_{si} = \frac{N_s}{N_{sp}}$$

where N_s is the total counts in state s, and N_{sp} is the total cases picked in state s.

Some states were slower than others to send their lists of school districts; thus, the sample was drawn and released in three waves. The school district survey attempted to collect data from all 654 school districts in the sample, but 19 (2.9 percent) were determined to be ineligible because these school districts indicated that they did not receive subgrant funding during the 2016–17 school year. Among the 635 eligible school districts in the sample, 477 were completes, with an unweighted response rate of

$$AAPOR\ RR1 = \frac{I}{I + P + R + O} = \frac{477}{477 + 32 + 58 + 68} = 75.2\%$$

where *I* represents the count of completed interviews, *P* represents the count of partially completed interviews that did not provide sufficient data to meet the usability criteria that would allow them to be classified as "completes" (see the Data collection and Data Processing section for details), *R* represents refusals, and *O* represents other nonresponse.

Only three variables were available for both the responding and nonresponding cases to assess potential nonresponse bias and make weighting adjustments, and they were expected to be related to response propensity.[8] The three variables are as follows:

- *Wave:* Wave indicates when the cases were released;

- *Region:* Four census regions, Northeast, Midwest, South, and West, were created. Puerto Rico was categorized into South although it is not in the census definition; and

- *Urbanicity:* The urbanicity variable was created on the basis of the locale information about the school district location. This locale information was obtained by linking the list of school districts with the U.S. Department of Education 2015–16 Common Core of Data through ZIP code (89.6 percent linking rate), and the rest were linked through the city and state of the school district mailing address (additional 8.8 percent linking rate). The remaining unlinked 17 cases (1.6 percent) were imputed with the urbanicity of the cases with the closest ZIP code in the same state.

Because state estimates were desired, cases in states with a 100 percent response rate (5.8 percent of the 635 eligible cases) were not included in the nonresponse evaluations and adjustments. Given that the school district survey was a sample survey, the sampling weights were first adjusted for sample nonresponse, and then the adjusted weights were calibrated to the population counts. As Exhibit A-6 shows, the response patterns differ by wave, region, and urbanicity (chi-squared tests all were significant

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8   The state variable has too many categories that would lead to an unstable or impossible estimation of response propensities. Therefore, the region variable was created on the basis of the state variable.

at the 0.05 level). Therefore, response propensity was estimated through a logistic model with response status as the dependent variable and the three variables listed above as the predictors. The estimated response propensities for all sampled, eligible cases were divided into five weighting classes using quintiles by sorting the cases by the predicted response propensity and classifying the cases into five categories, because this produces smoother but still effective weights.[9] For each weighting class, a nonresponse adjustment factor was calculated so that the sum of adjusted weights for the respondents was equal to the sum of original sampling weights of all sampled eligible cases, as follows:

$$nrw_{csi} = NRF_c * w_{csi}$$

where w_{csi} is the sampling weight for case *i* in state *s* in class *c*, and NRF_c is the nonresponse adjusting factor for the case in class *c*.

After the nonresponse adjustment, the study team performed raking adjustments to adjust the original nonresponse adjusted weights so that the adjusted weights summed up to the marginal totals of state and urbanicity in the population. Raking, a poststratification method usually employed to avoid the problem of small cell sizes, is an iterative process in which some weights are adjusted up and some are adjusted down to match the sums of the weights in each category of each variable for the respondents to the marginal totals of each variable in population. The raked weights were calculated as

$$Rnrw_{csi} = RF_i * nrw_{csi}$$

where nrw_{csi} is the nonresponse adjusted weight in the previous step, and RF_i is the raking factor for each case.

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[9] Cochran, W. G. 1968. "Removing Bias in Observational Studies." *Biometrics* 24: 295–313.

Exhibit A-6. School district coordinator survey sample by wave, region, urbanicity, and response status

	No	Yes	Total
Total	**158**	**440**	**598**
Wave			
1	20%	80%	*387*
2	36%	66%	*121*
3	43%	57%	*90*
Region			
Northeast	44%	56%	*116*
Midwest	20%	80%	*161*
South	22%	79%	*191*
West	26%	74%	*130*
Urbanicity			
Urban	34%	66%	*169*
Suburban	28%	72%	*152*
Town	21%	79%	*179*
Rural	22%	78%	*98*

Note: This table only includes the 598 districts eligible for the school district survey that were located in states that *did not* achieve a 100 percent response rate (i.e., not all sampled school districts in the state complete the survey).
Source: School district survey, school year 2016–17.

Note that the raking adjustment can result in weights that are smaller than 1 or even 0. This is acceptable for the estimations but is unintuitive for data users because some cases are not even representing themselves. Therefore, final weights that were smaller than 1 (2 cases in Georgia, 6 cases in Illinois, 1 case in Kansas, 6 cases in Kentucky, 14 cases in Missouri, 3 cases in Montana, and 2 cases in West Virginia, with the minimum weight being 0.82 in West Virginia) were adjusted to equal 1, and the weights for the rest of the cases in the same state were adjusted down so that the sum of the weights was still equal to the total eligible cases in the state. If we assume the nonresponse adjustment model was correct and the raking variables highly correlate with the survey variables of interest, this additional adjustment reduces the effectiveness of the adjustments to ensure that each case is at least representing itself.

As in the SA survey, because the population is small, and a majority of the members are in the sample, a finite population correction (FPC) was created for variance estimation. FPC was calculated as the number of respondents (N_{ser}) divided by the total number of eligible school districts (N_{se}) in each state:

$$fpc = \frac{N_{ser}}{N_{se}}$$

The final weights range from 1.00 to 5.42. The weights sum up to the total number of eligible school districts in each state and the total number of eligible school districts in the population.

Here is an example estimation syntax from Stata:

svyset [pw=weights], strata(strata) fpc(fpc) singleunit(center)

svy: mean VAR

LFP survey. The LFP survey used a sampling frame constructed from the lists provided by state contacts and school district coordinators; therefore, the LFP sampling was conducted after the school district survey finished its data collection. The study team received a list of 1,835 local facilities for sampling for the LFP survey and, more importantly, received a list of local facilities from each state that was expected to have local facilities. The number of facilities received for study was greater than the research team expected, based on the number of facilities reported in the 2015–16 CSPR data that states had submitted to the Department.[10] Exhibit A-7 shows a comparison between the number of facilities reported in the 2015–16 CSPR and the number of LFPs received and sampled by the study team. The exhibit does not show states for which the 2015–16 CSPR and the lists received by the study team indicated no local facilities. On the basis of this comparison, the study team treated the received list as the true list of the 2016–17 target population and excluded ineligibles later found in the survey data collection efforts. As described in the Sampling Design and Results section, the proportion of facilities sampled in each state was determined on the basis of the number of school district respondents and the count of facilities received in each state, according to the following:

- If the count of local facilities received plus school district respondents was smaller than 30, then all local facilities were sampled.

- Otherwise, the larger number of local facilities was sampled between the following two: 30 minus the number of school district respondents, or 58 percent of local facilities.

- The list of facilities in each state was further stratified by the program type (i.e., neglected or delinquent). Facilities with missing program type were grouped in a separate, "Other" stratum because no other information was available for imputing the program type. There was an additional stratification by whether the program duration is short or long with respect to the youth's length of stay or involvement with the program. Again, facilities with missing duration type were grouped in a separate, "Other" stratum because no other information was available for imputing the duration type. Within each state, the sample size per stratum was proportional to the numbers of facilities received in each stratum.

A sample of 920 school districts were selected to participate in the survey from the full list of 1,835 LFPs.

The sampling weights were calculated as

$$w_{shi} = \frac{N_{sh}}{N_{shp}}$$

where N_{sh} is the total counts in stratum *h* in state *s*, and N_{shp} is the total cases picked in stratum *h* in state *s*.

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[10] U.S. Department of Education. 2017. "Consolidated State Performance Report, Part I and Part II — State by State Reports." Last modified February 14, 2018. https://www2.ed.gov/admins/lead/account/consolidated/index.html.

Exhibit A-7. Number of local facility programs reported in the 2015–16 Consolidated State Performance Report, received, and sampled by the study team, by state

State	2015–16 CSPR	Received	Sampled
Total	**1,638**	**1,835**	**920**
Alabama	43	33	14
Alaska	4	5	5
Arkansas	0	23	20
Arizona	8	23	16
California	118	161	64
Colorado	17	21	14
Connecticut	7	7	7
Florida	119	109	42
Georgia	0	4	4
Idaho	11	16	16
Illinois	0	19	11
Indiana	36	34	14
Iowa	50	27	15
Kansas	22	22	20
Kentucky	29	40	16
Louisiana	30	30	16
Maine	3	3	3
Maryland	10	11	11
Massachusetts	38	32	17
Michigan	65	56	22
Minnesota	47	65	26
Mississippi	11	21	20
Missouri	26	32	18
Montana	4	12	12
Nebraska	5	4	4
Nevada	10	28	16
New Hampshire	2	3	3
New Jersey	9	14	14
New Mexico	17	16	16
New York	219	237	93
North Dakota	4	4	4
Ohio	110	105	41
Oklahoma	96	79	31
Oregon	23	19	14
Pennsylvania	243	231	91
South Carolina	3	47	20
South Dakota	14	15	15
Tennessee	24	30	18
Texas	95	98	39
Virginia	15	26	14
Washington	25	20	20
West Virginia	8	12	12
Wisconsin	11	24	15
Wyoming	7	17	17

Source: CSPR 2015–16; LFP contacts provided to the study team by school districts in 2017.

The samples were selected within each state for school districts and LFPs separately with the assumption that the received list of school districts and the received list of LFPs were complete, that each set of weights can produce estimates for the corresponding population, and that the combined weights can produce estimates for the whole population of local agencies and facilities.

The LFP survey invitation was sent to coordinators for the 920 sampled LFPs. Some coordinators received multiple invitations because they manage multiple facilities. (See the LFP Survey Data discussion in the Data Collection and Data Processing section for a description of these "sibling" facilities.) When the data collection ended, the survey team copied the responses of the responding sibling facility to the nonsurveyed, sampled sibling facilities.

Among the 920 LFPs, 56 (6.1 percent) were not eligible because they reported that they did not receive funding or were closed during the 2016–17 school year,[11] 534 were completes, and another 19 were sibling completes. The unweighted response rate is

$$AAPOR\ RR1 = \frac{I}{I + P + R + O} = \frac{553}{553 + 71 + 1 + 239} = 64.0\%$$

where I represents the count of completed interview, including sibling completes; P represents the count of partially completed interviews; R represents refusals; and O represents other nonresponse. Note that the partial interviews did not provide sufficient data to meet the usability criteria that would allow them to be classified as completes (see the Data Collection and Data Processing section for details). Data from the partial completes were not used in the nonresponse bias analysis and weighting process.

Only four variables, which need to be non-missing for all or most of the respondents and nonrespondents to be useful in the weighting process, were available or constructed to evaluate their correlations with response propensity. The four variables are as follows:[12]

- *Wave:* Wave indicates when the cases were released;

- *Region:* Four census regions — Northeast, Midwest, South, and West — were created. Puerto Rico was categorized as part of the South although it is not represented as such in the census definition;

- *Program type:* The program type classifies the program (e.g., "neglected," "delinquent") on which the coordinator works. Facilities with missing program type were randomly assigned to either *neglected* or *delinquent* type because the missing category has only a smaller number of cases (1.9 percent), which would introduce too much variance into the weights; and

- *Duration type:* Facility duration type was classified by the expected duration of the youth's length of stay or involvement with the program – short (e.g., juvenile detention) or long (e.g., juvenile correction). Facilities with missing duration type were grouped in a separate, "Other" category.

Because state estimates were desired, cases in states with a 100 percent response rate in the state for a specific program type and duration type (13.7 percent of the 864 eligible cases) were not included in the nonresponse evaluations and adjustments. Thus, for the cases in those states with a 100 percent

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[11] These cases were not included in the response rate calculation, weighting adjustments, and analyses.

[12] The urbanicity variable from the U.S. Department of Education Common Core of Data was intended for school districts. Therefore, it was not used for weighting LFPs.

response rate, the nonresponse adjusting factor was 1. In addition, the state variable has too many categories, which would lead to unstable or impossible estimation of response propensities. Therefore, the state variable was not examined or used in the response propensity estimation model. As Exhibit A-8 shows, the response patterns differ by wave, region, program type, and duration type (chi-squared tests were significant at either the 0.05 level for region and program type or at the 0.10 level for wave and duration type). Therefore, response propensity was estimated through a logistic model with response status as the dependent variable and the four variables listed above as the predictors. The estimated response propensities for all sampled eligible cases were divided into five weighting classes using quintiles because this produces smoother but still effective weights.[13] For each weighting class, a nonresponse adjustment factor was calculated so that the sum of adjusted weights for the respondents was equal to the sum of original sampling weights of all sampled eligible cases as follows:

$$nrw_{cshi} = NRF_c * w_{cshi}$$

where w_{cshi} is the sampling weight for case *i* in stratum *h* in state *s* in class *c*, and NRF_c is the raking factor for the case in class *c*.

After the nonresponse adjustment, the nonresponse adjusted weights were raked to the totals of each stratum of state, program type, and duration type so that the sum of the weights for the respondents was equal to the population totals in each stratum. Strata without any respondents were combined with neighboring strata in the same state and same program type, or in the same state only if the same program type was not possible.[14] The raked weights were calculated as:

$$Rnrw_{cshi} = RF_h * nrw_{cshi}$$

where nrw_{cshi} is the nonresponse adjusted weight in the previous step and RF_h is the raking factor for stratum *h*.

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[13] Cochran, W. G. 1968. "Removing Bias in Observational Studies." *Biometrics* 24: 295–313.

[14] In the final strata creation, strata with only one respondent were combined in the same way for variance estimation because each stratum needs to have at least two responding units. Two states each have only one respondent, and they were not combined. In this situation, the estimation will use the ESEA population mean as the stratum mean for variance estimation.

Exhibit A-8. Local facility programs sample by wave, region, program type, duration type, and response status

	No	Yes	Total
Total	311	443	754
Wave			
1	39%	61%	*586*
2	51%	49%	*118*
3	44%	56%	*50*
Region			
Northeast	39%	61%	*204*
Midwest	33%	67%	*153*
South	42%	58%	*230*
West	51%	49%	*167*
Program type			
Delinquent	38%	62%	*510*
Neglected	46%	54%	*234*
Other	90%	10%	*10*
Duration type			
Long term	51%	49%	*67*
Short term	36%	64%	*246*
Other	43%	57%	*441*

Note: This table does not include sampled cases in states for a specific program type and duration type with a 100 percent response rate (13.7 percent of the 864 eligible cases). Ineligibles also were not included.
Source: LFP survey, school year 2016–2017.

As in the SA and school district surveys, because the population is small, and a majority of members are in the sample, a finite population correction (FPC) was created for variance estimation. FPC was calculated as the number of respondents (N_{sher}) divided by the total number of eligible school districts (N_{she}) in each state:

$$fpc = \frac{N_{sher}}{N_{she}}$$

The final weights range from 1.0 to 24.0. This maximum weight of 24.0 was observed in Florida, which has a median weight of 7.2 and an interquartile range of 4.8. The maximum weight was not extreme enough to require a weight trimming on the basis of the "median plus six interquartile ranges of the weights" rule used in the National Immunization Survey.[15] The weights sum up to the total number of eligible school districts in each state and to the total population (1,779 LFPs).

[15] Chowdhury, Sadeq, Meena Khare, and Kirk M. Wolter. 2007. "Weight Trimming in the National Immunization Survey." *Proceedings of the Survey Research Methods Section of the American Statistical Association*: 2651–2658.

Case Studies

Sample Frame and Selection

The study team used a structured selection process to identify a purposive sample of five case study states. Criteria were used to select the Part D grantee states as well as Subpart 1-funded and Subpart 2-funded agencies and facilities in each of the selected states that, as a group, represented a range of implementation strategies and practices, various geographical regions across the country, and diverse service populations. Data collection from the purposive sample of states yielded rich information to complement coordinator survey findings and to help address the study questions. Due to the purposive nature and the limited number of states in the sample, the case study findings cannot be generalized.

Selection of the purposive sample for the case studies took into account the following Part D program characteristics:

- Comprehensive programming:
    - States' subgrantee types and characteristics (e.g., state, local, neglect, delinquent)
    - States with both statewide programming for neglected youth and a large number of programs for delinquent youth

- Part D student population:
    - Number of children and youth participating in Part D-funded programs in each state

- Student characteristics:
    - Length of stay in Part D program (e.g., rate of long-term students)
    - Proportion of students who are English learners
    - Proportion of students with disabilities

- Student demographics:
    - Gender distribution
    - Age distribution
    - Native American/Alaskan Native student population
    - African American/black and Hispanic student population

- Transition services provided to participating students:
    - States' rates of youth receiving transition services

- Students' academic and vocational performance and outcomes:
    - Reading performance
    - Mathematics performance
    - Earned high school credits, General Education Development (GED) certificate
    - Job training participation

The study team assigned all potential case study states[16] a weight on each of the characteristics listed above and calculated total weighted scores for each state. Each state was assigned a weight (from 0 to 5) on each variable of interest (see Exhibits A-9 and A-10). The weighting helped to determine which states had a range of sufficiently scaled Part D programming in place; a variety of neglected and

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[16] To maximize the opportunity for the case study data collection to yield rich information about Part D programming at the local level, the selection process excluded states that did not report having any local Subpart 2 programs for either neglected or delinquent youth.

delinquent student populations served; high rates of youth receiving transition services; and noteworthy academic and vocational outcomes, so that, if selected for the case studies, data collection could yield adequate information to address the study questions.

Exhibit A-9. Case study state selection weights for Subpart 1 grantee characteristics

Subpart 1 grantee characteristics	Weights
Number of neglect (N) programs/facilities	None=0, 1–7=1, 8–15=2, 16–23=3, 24–31=4, >31=5
Number of N students	0–99=0, 100–548=1, 549–997=2, 998–1446=3, 1447–1895=4, >1896=5
Number of delinquent (D) students in juvenile detention (JD) facilities	0–499=0, 500–1908=1, 1909–3317=2, 3318–4726=3, 4727–6135=4, >6135=5
Number of D students in juvenile corrections (JC) facilities	0–499=0, 500–1088=1, 1089–1677=2, 1678–2266=3, 2267–2855=4, >2855=5
Number of N students who are American Indian/Alaskan Native (AI/AN)	0=0, 1–22=1, 23–45=2, 46–68=3, 69–91=4, >91=5
Number of N students who are black	0=0, 1–213=1, 214–427=2, 428–641=3, 642–855=4, >855=5
Number of D students who are AI/AN	0–9=0, 10–22=1, 23–45=2, 46–68=3, 69–91=4, >91=5
Number of D students who are black	0–99=0, 100–876=1, 877–1653=2, 1654–2430=3, 2431–3207=4, >3207=5
Number of English learners	0–19=0, 20–39=1, 40–59–=2, 60–79=3, 80–99=4, >99=5
Number of students identified under the *Individuals With Disabilities Education Act (IDEA)* students	0=0, 1–200=1, 201–400=2, 401–600=3, 601–800=4, >800=5
Percentage of students in N and D facilities receiving transition services	0=0, 1–20%=1, 21–40%=2, 41–60%=3, 61–80%=4, >80%=5
Percentage of students with reading performance improvement of more than one grade level from pre- to post-test exams	0=0, 1–13%=1, 14–27%=2, 28–40%=3, 41–53%=4, >53%=5
Percentage of students with negative grade level change in reading performance	0=5, 1–6%=4, 7–12%=3, 13–18%=2, 19–24%=1, >25%=0
Percentage of students with mathematics performance improvement of more than one grade level from pre- to post-test exams	0=0, 1–12%=1, 13–25%=2, 26–37%=3, 38–49%=4, >50%=5
Percentage of students with negative grade level change in mathematics performance	0=5, 1–8%=4, 9–16%=3, 17–24%=2, 25–32%=1, >33%=0
Percentage of students who earned high school course credits	0=0, 1–20%=1, 21–40%=2, 41–60%=3, 61–80%=4, >81%=5
Percentage of students who earned General Education Development (GED) certificates	0=0, 1–8%=1, 9–16%=2, 17–24%=3, 25–32%=4, >33%=5
Percentage of students enrolled in job training	0=0, 1–17%=1, 18–34%=2, 35–51%=3, 52–68%=4, >68%+=5

Exhibit A-10. Case study state selection weights for Subpart 2 grantee characteristics

Subpart 2 grantee characteristics	Weights
Number of N programs/facilities	0=0, 1–22=1, 23–44=2, 45–66=3, 67–88=4, >88=5
Number of N students	0–499=0, 500–1368=1, 1369–2237=2, 2238–3106=3, 3107–3975=4, >3975=5
Number of D students in JD facilities	0–999=0, 1000–8561=1, 8562–16122=2, 16123–23683=3, 23684–31244=4, >31245=5
Number of D students in JC facilities	0–999=0, 1000–3087=1, 3088–5174=2, 5175–7261=3, 7262–9348=4, >9348=5
Number of N students who are AI/AN	0–9=0, 10–75=1, 76–141=2, 142–207=3, 208–273=4, >273=5
Number of N students who are black	0–99=0, 100–596=1, 597–1093=2, 1094–1590=3, 1591–2087=4, >2088=5
Number of D students who are AI/AN	0–99=0, 100–222=1, 223–345=2, 346–468=3, 469–591=4, >592=5
Number of D students who are black	0–999=0, 1000–3146=1, 3147–5293=2, 5294–7440=3, 7441–9587=4, >9588=5
Percentage of all ND students who are AI/AN	0=0, 1–10%=1, 11–19%=2, 20–29%=3, 20–38%=4, >39%=5
Percentage of all ND students who are black	0=0, 1–16%=1, 17–32%=2, 33–48%=3, 49–64%=4, >64%=5
Number of ELs (34 in "N")	0–99=0, 100–246=1, 247–393=2, 394–539=3, 540–685=4, 686+=5
Percentage of ND students who are LEP students (5 equal portions based on 22 percent in "total"])	0=0, 1–4%=1,5–8%=2, 9–12%=3, 13–16%=4, 17%+=5
Percentage of ND students who are identified under *IDEA*	0=0, 1–18%=1, 19–36%=2, 37–54%=3, 55–72%=4, >73=5
Percentage of all ND students who are female	0=0, 1–20%=1, 21–40%=2, 41–60%=3, 61–80%=4, >80%=5
Percentage of all ND students who are "young" (11–14)	0=0, 1–7%=1, 8–15%=2, 16–22%=3, 23–30%=4, >30%=5
Percentage of all ND students who are "older" (18–21)	0=0, 1–15%=1, 16–30%=2, 31–46%=3, 47–61%=4, >61%=5
Percentage of students in N and D facilities receiving transition services	0=0, 1–20%=1, 21–40%=2, 41–60%=3, 61–80%=4, >80%=5

The initial selection process resulted in a list of 12 candidate states. The study team then worked with the Department to approve the final selection of five states. Next, the team selected a sample of local programs (school districts and neglect and delinquent facilities) in each state using an iterative process aimed at balancing urbanicity, school district size, student demographics and academic performance, and types of Part D facilities within each selected state (i.e., neglect, delinquent, or both).

Data Collection

As with the coordinator surveys, the study team relied on the literature review and extant data analysis findings and the conceptual framework to develop case study data collection protocols. This shared foundation between data collection instruments allowed for the triangulation of data across the surveys

and case studies for a more comprehensive examination of the study questions. Once finalized, the interview protocols were tailored for each respondent type (e.g., program administrators, instructional and education support staff). The study team also developed a protocol for use in the review of administrative documents collected at the case study sites. As with the interview protocols, development of the document review protocol was guided by the study questions and key constructs of interest.

In each case study state, the team conducted interviews at the SEA; one or two SAs that received substantial Part D, Subpart 1 funds; two school districts and selected local neglect and delinquent facilities that receive Subpart 2 allocations from the respective district (see Exhibit A-12). The study team conducted a total of 111 interviews, ranging from 17 to 30 per state. Most interviews were with individuals; however, 22 interviews included two or more staff each. Most of the interviews were audio recorded and subsequently transcribed; however, respondents in 14 interviews did not consent to recording. In these interviews, the team took extensive notes focused on capturing each respondent's verbatim responses. In addition, the study team conducted follow-up telephone interviews with six respondents to obtain missing information and used information from the review of administrative documents to clarify and provide context for the interview data as needed. Respondents included program administrators, facility and school directors, instructional and support personnel, counselors, and others who provide education and transition services to youth. Site visits also included collection and review of documents and materials such as relevant planning documents, program budgets, and student tracking systems or forms

Data Analysis

The first phase of analysis consisted of site-specific data aggregation. The study team completed a preliminary data capture document, and coded interview transcripts with a predetermined set of "tags" (or codes) aligned to the study's conceptual framework and linked with the interview topics guided by the study questions. Transcripts were then produced, organized by key study constructs for each case study state. The team also created a unique identifier for each agency or facility and respondent for internal analytic and quality control purposes.

Further analyses of the case study data involved a series of steps that included identifying, coding, and categorizing key information found in the data. To facilitate data analysis, information gathered during site visits was entered into Dedoose, a qualitative software program used to support coding, comparison of coded data across interviews, and organizing and producing data reports at multiple levels. The team used a three-level coding process to organize data and a process of iterative investigation to derive thematic categories within the data.

In level-1 coding (i.e., initial coding), the data were organized by applying a code to each key topic of inquiry (e.g., agency characteristics, collaboration and shared decision-making, services provided, institution-wide programming, implementation challenges). The team explored patterns, categories, and themes in order to develop level-2 codes. Level-2 coding (i.e., focused coding) consisted of coding responses to each protocol question, resulting in the development of categories based on patterns in the data.

On the basis of the study team's thorough collaborative review of level-1 and level-2 codes, a third level of coding (i.e., thematic coding) was conducted to highlight themes that emerged across the case study states. Level-3 coding consisted of conceptual and relationship codes that identified domains and relationships between the constructs. Throughout the coding process, the team kept analytic memos to facilitate the analysis process across the coders, highlighting salient patterns in coders' results and ideas

that warranted further explanation, and to elaborate on themes that emerged from the data. The team tested emergent categories and themes through continuous review of data across the case study states. A comparative analysis of constructs was conducted to assess whether certain constructs, relationships among constructs, or perspectives were more apparent or different among the case study states.

Disclosure Review

The study team used responses to the survey to summarize findings in an aggregate manner (across groups or sites) or to provide examples of program implementation in a manner that does not associate responses with a specific site or individual. As such, no agency, facility, or staff member is named in the reporting of these data. In preparation for analysis, we removed all identifiers from the data file. The study team may refer to the generic title of an individual (e.g., Part D administrator or program coordinator) in the results, but we use neither the site name nor the individual name. We made a conscious effort to describe the site in general terms to avoid revealing its identity. In addition, the research team reviewed responses to each survey item for potential disclosure risk and suppressed the reporting of the responses as necessary.

Appendix B. Data Collection Instruments

Part D Coordinator Surveys

A. Agency Characteristics

A1. **What is your current job title at your agency?**

Enter job title

A2. **In a typical week, what percentage of your work hours are spent working on tasks related to Title I, Part D?**

Please select only one answer.

☐ Less than 20%

☐ 20–39%

☐ 40–59%

☐ 60–79%

☐ 80% or more

A3. **How many years have you worked as a Title I, Part D Coordinator at your agency?**

Please select only one answer.

☐ Less than 1 year

☐ 1–3 years

☐ 4–6 years

☐ 7–10 years

☐ More than 10 years

A4. **Around the first of October, 2016, what were the unduplicated counts (Subpart 1 and Subpart 2) of children and youth in all ESSA Title I, Part D–funded facilities/programs in your state?**

This information can be found in your Consolidated State Performance Report (CSPR) data.

Please enter the counts in the boxes below.

*Unduplicated count of children and youth served in **Subpart 1 (state agency) programs***

*Unduplicated count of children and youth served in **Subpart 2 (local education agency)** programs*

A5. **For school/fiscal year 2016-17, approximately what percentage of your state's total education funding comes from Title I, Part D?**

Please enter the percentage in the box below.

Percentage of total state education funding from Title I, Part D

B. Title I, Part D Program Administration

SHARED DECISION MAKING AND COLLABORATIVE PLANNING

B1. **What is your level of collaboration with each of the following <u>federal</u> agencies with regard to programs or other efforts for the children and youth who are neglected and/or delinquent in your state?**

Please select one answer in each row.

		Not at All Collaborative	Not Very Collaborative	Somewhat Collaborative	Very Collaborative	Not Applicable
a.	Administration for Children and Families (U.S. Department of Health and Human Services)	☐1	☐2	☐3	☐4	☐NA
b.	Substance Abuse and Mental Health Services Administration (U.S. Department of Health and Human Services)	☐1	☐2	☐3	☐4	☐NA
c.	U.S. Department of Education	☐1	☐2	☐3	☐4	☐NA
d.	U.S. Department of Housing and Urban Development	☐1	☐2	☐3	☐4	☐NA
e.	U.S. Department of Justice	☐1	☐2	☐3	☐4	☐NA
f.	U.S. Department of Labor	☐1	☐2	☐3	☐4	☐NA
g.	Other, please specify below.	☐1	☐2	☐3	☐4	☐NA

B. Title I, Part D Program Administration, continued

B2. **What is your level of collaboration with each of the following <u>state</u> agencies/partners with regard to programs or other efforts for the children and youth who are neglected and/or delinquent in your state?**

Please select one answer in each row.

		Not at All Collaborative	Not Very Collaborative	Somewhat Collaborative	Very Collaborative	Not Applicable
a.	Department of Child and Family/Health and Human Services	☐1	☐2	☐3	☐4	☐NA
b.	Department of Mental/Behavioral Health Services	☐1	☐2	☐3	☐4	☐NA
c.	Department of Juvenile Justice/Corrections	☐1	☐2	☐3	☐4	☐NA
d.	Department of Adult Justice/Corrections	☐1	☐2	☐3	☐4	☐NA
e.	Department of Housing/Urban Development	☐1	☐2	☐3	☐4	☐NA
f.	Department of Labor	☐1	☐2	☐3	☐4	☐NA
g.	Other, please specify below.	☐1	☐2	☐3	☐4	☐NA

B3. **How often does your agency use the following <u>program/department coordination or interagency collaboration practices</u> in support of education and related services for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Interagency meetings	☐1	☐2	☐3	☐4
b.	Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration	☐1	☐2	☐3	☐4
c.	braided funding or other resource sharing	☐1	☐2	☐3	☐4
d.	Co-training of staff (e.g., training teachers and security staff together)	☐1	☐2	☐3	☐4
e.	Co-location of staff (e.g., mental health agency employees who regularly work in a juvenile justice facility)	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

B4. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following program *planning* activities a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Ensuring that the Title I, Part D program is included in statewide education planning	☐1	☐2	☐3	☐4
b.	Creating/modifying a state-level strategic plan for the Title I, Part D program	☐1	☐2	☐3	☐4
c.	Setting Title I, Part D program timelines/deadlines	☐1	☐2	☐3	☐4
d.	**Developing** Title I, Part D program applications	☐1	☐2	☐3	☐4
e.	**Reviewing** Title I, Part D program applications	☐1	☐2	☐3	☐4
f.	Requesting revisions to Title I, Part D program applications as needed	☐1	☐2	☐3	☐4
g.	Assisting **state agencies in their Title I, Part D, Subpart 1** program planning	☐1	☐2	☐3	☐4
h.	Assisting **local education agencies (school districts) in their Title I, Part D, Subpart 2** program planning	☐1	☐2	☐3	☐4
i.	Other, please specify below.	☐1	☐2	☐3	☐4

B5. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following program *implementation* activities a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Coordinating, overseeing, or other involvement in **academic instruction** in facilities/programs	☐1	☐2	☐3	☐4
b.	Providing **training and technical assistance** to facility/program staff	☐1	☐2	☐3	☐4
c.	Conducting **program (including fiscal) monitoring**	☐1	☐2	☐3	☐4
d.	Conducting **student progress monitoring**	☐1	☐2	☐3	☐4
e.	Conducting/coordinating required **program data collection**	☐1	☐2	☐3	☐4
e.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

USES OF FUNDS

B6. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following <u>activities related to subgrantees' use of funds</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Approving uses of Title I, Part D funds in subgrantee applications	☐1	☐2	☐3	☐4
b.	Approving uses of Title I, Part D funds as requested by subgrantees (after funding allocation)	☐1	☐2	☐3	☐4
c.	Providing guidelines or technical assistance for subgrantees to determine for themselves allowable and/or appropriate uses of Title I, Part D funds	☐1	☐2	☐3	☐4
d.	Creating a list(s) of or otherwise disseminating list of allowable and/or unallowable uses of Title I, Part D funds	☐1	☐2	☐3	☐4
e.	Ensuring that Title I, Part D, **Subpart 2** funds are used *supplementally*	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B6a. **How are Title I, Part D funds (Subpart 2 subgrants only) allocated to local facilities/programs through your agency?**

Please select only one answer.

☐ All funds are allocated **by formula,** based on facility/program child counts.

☐ All funds are allocated **competitively/by discretion of my agency.**

☐ Some funds are allocated by formula AND some funds are allocated competitively/by discretion.

☐ Other, please specify below.

B. Title I, Part D Program Administration, continued

EDUCATION ASSESSMENTS, STRATEGIES, AND SERVICES

B7. **To what extent is your state focused on each of the following with regard to the education of children and youth served under the Title I, Part D programs (both state and local)?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Improving education quality	☐1	☐2	☐3	☐4
b.	Using evidence-based educational practices	☐1	☐2	☐3	☐4
c.	Increasing high school graduation rates	☐1	☐2	☐3	☐4
d.	Increasing rates of high school equivalency certificates earned (e.g., GED, TASC, HiSET)	☐1	☐2	☐3	☐4
e.	Increasing access to **post-secondary education**	☐1	☐2	☐3	☐4
f.	Increasing access to **career and technical education**	☐1	☐2	☐3	☐4
g.	Increasing access to **arts education**	☐1	☐2	☐3	☐4
h.	Increasing access to **social and emotional learning education**	☐1	☐2	☐3	☐4
i.	Improving independent living and other "life" skills	☐1	☐2	☐3	☐4
j.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

B8. **Do <u>state or local policies</u> (e.g., legislation) regulate any of the following within state and local Title I, Part D programs?**

Please select one answer for state agency programs and one answer for local programs in each row.

		State Agency Programs		Local Programs	
		Yes	No	Yes	No
a.	The **timing** of academic assessments (e.g., pre- and post-tests)	☐1	☐0	☐1	☐0
b.	The **test(s) used** for academic assessment	☐1	☐0	☐1	☐0
c.	Whether academic assessment results are shared with a child's/youth's subsequent placement	☐1	☐0	☐1	☐0
d.	The academic **curricula** used	☐1	☐0	☐1	☐0
e.	The **instructional practices** used	☐1	☐0	☐1	☐0
f.	The **supplemental** use of Title I, Part D funds	☐1	☐0	☐1	☐0
g.	The length of the **instructional day**	☐1	☐0	☐1	☐0
h.	The length of the **school year**	☐1	☐0	☐1	☐0
i.	Participation/engagement by parents or other family members/caregivers in a child's/youth's education	☐1	☐0	☐1	☐0
j.	Other, please specify below.	☐1	☐0	☐1	☐0

B. Title I, Part D Program Administration, continued

B9. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following <u>activities related to educational and related programming</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Setting or translating statewide education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness)	☐1	☐2	☐3	☐4
b.	Providing training/technical assistance on best/ evidence-based practices for academic **screening and assessment** to Title I, Part D subgrantees	☐1	☐2	☐3	☐4
c.	Providing training/technical assistance on best/ evidence-based practices for academic **instruction** to Title I, Part D subgrantees	☐1	☐2	☐3	☐4
d.	Observing classroom instruction in Title I, Part D–funded facilities/programs	☐1	☐2	☐3	☐4
e.	Identifying and/or helping subgrantees identify areas of academic need within student populations served by the Title I, Part D program	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

SPECIAL EDUCATION

B10. **Thinking about your role as the state Title I, Part D Coordinator, how often do you coordinate with the Special Education office within your state education agency for each of the following purposes?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Coordinating program **planning**	☐1	☐2	☐3	☐4
b.	Coordinating or consolidating program **funding**	☐1	☐2	☐3	☐4
c.	Coordinating program **monitoring**	☐1	☐2	☐3	☐4
d.	Using each program's **data** for program improvement or other future program planning or efforts	☐1	☐2	☐3	☐4
e.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

B11. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following <u>activities related to serving students with special needs</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Ensuring that subgrantees understand the federal requirement of providing a free, appropriate, public education to all children and youth with disabilities served by Title I, Part D programs	☐1	☐2	☐3	☐4
b.	Providing training/technical assistance on best/ evidence-based practices for the education of students with disabilities (e.g., appropriate accommodations, valid and reliable alternative assessments, education in the least restrictive environment)	☐1	☐2	☐3	☐4
c.	Ensuring that subgrantees work with the school districts and schools to which children and youth with disabilities return following involvement in Title I, Part D programs	☐1	☐2	☐3	☐4
d.	Ensuring that teachers and other instructional staff have the necessary qualifications/credentials to teach children and youth with disabilities	☐1	☐2	☐3	☐4
e.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

INSTITUTION-WIDE PROJECTS

B12. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following <u>activities related to institution-wide projects (IWPs) within state juvenile correctional facilities</u> a focus of your work?**

☐1 My state does not implement any Title I, Part D IWPs. (If selected, go to Question **B13.**)

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Supporting the needs assessment process within facilities	☐1	☐2	☐3	☐4
b.	Providing and/or encouraging professional development for facility staff on IWP implementation	☐1	☐2	☐3	☐4
c.	Creating indicators to assess IWP implementation/compliance and including the indicators in monitoring	☐1	☐2	☐3	☐4
d.	Providing data and/or assisting facilities in using data to identify innovative institution-wide practices	☐1	☐2	☐3	☐4
e.	Helping facilitate communication and collaboration **between agencies/departments within facilities**	☐1	☐2	☐3	☐4
f.	Helping facilitate communication and collaboration **between juvenile correctional education providers and the community**	☐1	☐2	☐3	☐4
g.	Identifying alternative or additional funding sources for incorporation into IWPs	☐1	☐2	☐3	☐4
h.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

TRANSITION PLANNING AND SUPPORT

B13. **Do state or local policies (e.g., legislation) regulate any of the following within state and local Title I, Part D programs?**

Please select one answer for state agency programs and one answer for local programs in each row.

		State Agency Programs		Local Programs	
		Yes	**No**	**Yes**	**No**
a.	Whether all students (i.e., not just students eligible for special education) are required to have transition plans	☐1	☐0	☐1	☐0
b.	The timing of the exchange of student records between placements	☐1	☐0	☐1	☐0
c.	Whether facilities/programs must employ a dedicated transition coordinator or staff person with dedicated responsibility for transition planning and support	☐1	☐0	☐1	☐0
d.	Whether child welfare or juvenile justice agencies/facilities may have contact with children and youth following exit	☐1	☐0	☐1	☐0
e.	**How** Title I, Part D funds are to be used for transition planning, services, and/or support	☐1	☐0	☐1	☐0
f.	Other, please specify below.	☐1	☐0	☐1	☐0

B. Title I, Part D Program Administration, continued

B14. **Thinking about your role as the state Title I, Part D Coordinator, to what extent are the following <u>activities related to transition planning and support</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Creating a statewide transition plan for subgrantees	☐1	☐2	☐3	☐4
b.	Providing and/or encouraging professional development for facility staff on transition planning and support	☐1	☐2	☐3	☐4
c.	Creating indicators to assess transition planning and support and including the indicators in monitoring	☐1	☐2	☐3	☐4
d.	Providing data and/or assisting facilities in using data to identify innovative transition practices	☐1	☐2	☐3	☐4
e.	Facilitating and/or encouraging communication/ coordination between Title I, Part D–funded facilities and local school districts	☐1	☐2	☐3	☐4
f.	Assisting Title I, Part D-funded facilities in overcoming barriers/challenges to student record/information sharing	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

C. Outcome Assessment and Utilization

C1. **Does the state require the assessment of educational outcomes for students served by Title I, Part D funds?**

Please select only one answer.

☐ Yes

☐ No

C2. **Even if your state does not require the use of educational outcomes measures, do you use them in your state- and locally-operated facilities/programs that receive Title I, Part D funds?**

Please select only one answer.

☐ Yes,   Go to Question **C3.**

☐ No,   Go to Question **C6**, on page **16.**

C3. **How are educational outcomes measured in the state- and locally-operated facilities/programs receiving Title I, Part D funds in your state?**

Please select one answer in each row.

		Yes	No
a.	Standardized, summative assessments (e.g., state end-of-year assessment)	☐1	☐0
b.	Standardized, formative assessments (e.g., formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning to improve student attainment)	☐1	☐0
c.	Informal assessments (e.g., teacher observation, student work)	☐1	☐0
d.	Course grades	☐1	☐0
e.	Course credits	☐1	☐0
f.	Other, please specify below.	☐1	☐0

C. Outcome Assessment and Utilization, continued

C4. **Are outcomes measured for any of the following specific subpopulations of students within state and/or local Title I, Part D–funded facilities/programs?**

Please select one answer in each row.

		Yes	No
a.	Students with disabilities	$\square_1$	$\square_0$
b.	English language learners	$\square_1$	$\square_0$
c.	Black students	$\square_1$	$\square_0$
d.	Hispanic/Latino students	$\square_1$	$\square_0$
e.	American Indian and/or Alaska Native students	$\square_1$	$\square_0$
f.	By gender	$\square_1$	$\square_0$
g.	Other, please specify below.	$\square_1$	$\square_0$

C5. **Which of the following <u>post-exit, education-related outcomes</u> does your state track for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	High school course credits awarded	$\square_1$	$\square_0$
b.	High school graduation rates and/or diplomas awarded	$\square_1$	$\square_0$
c.	High school equivalency certificates earned (e.g., GED, TASC, HiSET)	$\square_1$	$\square_0$
d.	High school dropout rates	$\square_1$	$\square_0$
e.	Post-secondary education acceptance/enrollment	$\square_1$	$\square_0$
f.	Post-secondary education dropout/incompletion rates	$\square_1$	$\square_0$
g.	Career and technical certificates awarded	$\square_1$	$\square_0$
h.	Technical/training school acceptance/enrollment and/or apprenticeships	$\square_1$	$\square_0$
i.	Employment or other labor market outcomes	$\square_1$	$\square_0$
j.	Other, please specify below.	$\square_1$	$\square_0$

C. Outcome Assessment and Utilization, continued

C6. **Has your state education agency developed a formal program monitoring and/or program improvement process (e.g., continuous quality improvement) toward achieving statewide outcomes for students served by Title I, Part D?**

Please select only one answer.

☐ Yes, Go to Question **C7.**
☐ No, Go to Question **C8.**

C7. **Does your state education agency require a formal program monitoring and/or program improvement process for its Title I, Part D subgrantees?**

Please select only one answer.

☐ Yes
☐ No

C8. **To what extent do you think your state is meeting its goal of improving educational outcomes for children and youth in the juvenile justice and/or child welfare systems?**

Please select only one answer.

☐ Not at all
☐ To a slight extent
☐ To some extent
☐ To a great extent

C9. **How often does your agency use process data (e.g., data that track delivery of services to students, such as adherence to curriculum or children and youth participation in education activities, etc.) collected by your state agency and/or by subgrantees for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing fidelity to subgrantee applications	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met	☐1	☐2	☐3	☐4

C. Outcome Assessment and Utilization, continued

C10. **How often does your agency use <u>outcome data</u> (e.g., data that track gains in reading and mathematics, high school course credits awarded, or community school reenrollment) collected by your state agency and/or by subgrantees for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing progress toward achieving state and/or subgrantee goals/outcomes	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or subgrantee goals/outcomes are not met	☐1	☐2	☐3	☐4

C11. **Are there any comments or thoughts that you would like to share about your experiences with Title I, Part D funds?**

THANK YOU FOR COMPLETING THIS SURVEY!

A. Agency Characteristics

A1. **What is your current job title at your state agency?**

Enter job title

A2. **In what type of state agency is your current position located?**

Please select only one answer.

- ☐ State Department of Education
- ☐ State Department of (Juvenile) Justice/Corrections
- ☐ State Department of Child and Family Services/Child Welfare
- ☐ Other (please specify):

A3. **In a typical week, what percentage of your work hours are spent working on tasks related to Title I, Part D?**

Please select only one answer.

- ☐ Less than 20%
- ☐ 20–39%
- ☐ 40–59%
- ☐ 60–79%
- ☐ 80% or more

A4. **How many years have you worked in as a Title I, Part D Coordinator at your state agency?**

Please select only one answer.

- ☐ Less than 1 year
- ☐ 1 year – less than 3 years
- ☐ 3 years – less than 6 years
- ☐ 6 years – less than 10 years
- ☐ 10 years or more

A5. **On or around October 1, 2016, how many Title I, Part D–funded facilities/programs are under your state agency's jurisdiction?**

Please enter the count in the box below.

Number of Title I, Part D facilities/programs

A. Agency Characteristics, continued

A6. **On or around October 1, 2016, how many children and youth were <u>served</u>* with Title I, Part D, Subpart 1 funds by your state agency on October 1, 2016?**

*"Served" refers to students who meet the following criteria: (1) in a program for children and youth who are neglected or delinquent, including juvenile and adult correctional facilities and community day programs; (2) enrolled in a state-funded regular program of instruction; (3) enrolled in a program that meets the length-of-stay requirements for the program type; and (4) 21 years of age or younger.

Please enter the count in the box below.

	Number of children and youth served with Title I, Part D, Subpart 1 funds

A7. **Around October 1, 2016, what was the unduplicated count of children and youth in all Title I, Part D–funded facilities/programs under your state agency?**
This information can be found in the Consolidated State Performance Report (CSPR) data.

Please enter the count in the box below.

	Unduplicated count of children and youth served by Title I, Part D

A8. **Of the children and youth served by Title I, Part D funds by your state agency on October 1, 2016, how many were:**

Please provide a number in each row. If "0," select the box "None." Please assign each child/youth to one race/ethnicity category so they are not double-counted.

Please make sure the total in this table matches the number you reported in A7.

		Number of Children and Youth	
Race/Ethnicity			
a.	Hispanic or Latino, regardless of race		☐ None
b.	American Indian or Alaska Native, not Hispanic or Latino		☐ None
c.	Asian, not Hispanic or Latino		☐ None
d.	Black or African American, not Hispanic or Latino		☐ None
e.	Native Hawaiian or Other Pacific Islander, not Hispanic or Latino		☐ None
f.	White, not Hispanic or Latino		☐ None
g.	Two or more races, not Hispanic or Latino		☐ None
h.	Total		

A. Agency Characteristics, continued

A9. **Of the children and youth served by Title I, Part D funds by your state agency around October 1, 2016, how many were male? How many were female?**

Please provide a number in each row. If "0," select the box "None."

Please make sure the total in this table matches the number you reported in A7.

		Number of Children and Youth	
a.	Male		☐ None
b.	Female		☐ None
c.	Total		

A10. **Of the children and youth served by Title I, Part D funds by your state agency around October 1, 2016, how many were in the following age groups?**

Please provide a number in each row. If "0," select the box "None."

Please make sure the total in this table matches the number you reported in A7.

		Number of Children and Youth	
a.	0–5 years old		☐ None
b.	6–12 years old		☐ None
c.	13–17 years old		☐ None
d.	18–21 years old		☐ None
e.	22 years old or older		☐ None
f.	Total		

A11. **On or around October 1, 2016, what was the overall ratio of children and youth to <u>instructional staff</u> (e.g., teachers, teaching assistants) in facilities/programs receiving Title I, Part D funds through your state agency?**

Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50.

*Please provide a number in each applicable row for **both** columns.*

Children and Youth to Instructional Staff Ratio		
Program Type	**Number of Children and Youth**	**Number of Instructional Staff**
Adult corrections		:
Juvenile corrections		:
Juvenile detention		:
Neglected		:

A. Agency Characteristics, continued

A12. **On or around October 1, 2016, what was the overall ratio of children and youth to support services staff (e.g., counselors, psychologists, physical therapists, transitional specialists) in facilities/programs receiving Title I, Part D funds through your state agency?**

Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50. Please provide a number in each row for both columns.

	Children and Youth to Support/Related Services Staff Ratio	
Program Type	**Number of Children and Youth**	**Number of Support/Related Services Staff**
Adult corrections		:	
Juvenile corrections		:	
Juvenile detention		:	
Neglected programs		:	
Other programs		:	

A13. **For the school/fiscal year 2016-17, approximately what percentage of your state agency's total education funding comes from Title I, Part D?**

To calculate your response to this question, please divide your state agency's total Title I, Part D allocation by your state agency's total education funding, from all other sources and across all purposes and student populations. Then, multiple that number by 100 for your percentage. For example, if you receive $25,000 in Title I Part D funding and your total state agency funds are $1,000,000, then your response to this question would be 2.5% (i.e., $25,000/$1,000,000 x 100=2.5%).

Please enter the percentage in the box below.

Percentage of state agency's education funds received from Title I, Part D Neglected or Delinquent Programs

A14. **On or around October 1, 2016, approximately how many children and youth in your state agency's Title I, Part D programs were eligible for services under the *Individuals with Disabilities Education Act* (IDEA), Part B?**

Please enter the count in the box below.

Number of children and youth eligible for services under IDEA, Part B

A15. **On or around October 1, 2016, approximately how many children and youth in your state agency's Title I, Part D facilities/programs had been identified as English language learners?**

Please enter the count in the box below.

Number of children and youth identified as English language learners

A16. **How many facilities/programs receiving Title I, Part D funding through your state agency have a library for use by children and youth served by Title I, Part D?**

Please enter the number in the box below.

Number of facilities/programs with a library

A. Agency Characteristics, continued

A17. **How many facilities/programs receiving Title I, Part D funding through your state agency have a computer lab for use by children and youth served by Title I, Part D?**

Please enter the number in the box below.

Number of facilities/programs with a computer lab

A18. **For each type of educational technology hardware and networks listed, please indicate if it is used in your state agency's facility/program with children and youth served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	Local area network(s) (LAN) (network limited to office, building, or facility)	☐1	☐0
b.	Statewide or wide area network(s) (WAN) (network connected across a geographical area, such as one that connects to other facilities or offices)	☐1	☐0
c.	Smartboards (standalone or networked)	☐1	☐0
d.	Desktop computers (standalone or networked)	☐1	☐0
e.	Laptop computers	☐1	☐0
f.	E-readers, tablets, or other mobile devices	☐1	☐0
g.	Other, please specify below.	☐1	☐0

A. Agency Characteristics, continued

A19. **Please indicate if the children and youth served by Title I, Part D use computers in your state agency's facilities/programs in any of the following ways.**

Please select one answer in each row.

		Yes	No
a.	Curriculum delivery	☐1	☐0
b.	Credit recovery programs	☐1	☐0
c.	Online college courses	☐1	☐0
d.	Supplemental instruction or intervention (e.g., IXL, Voyager, Accelerated Reading/Mathematics)	☐1	☐0
e.	State-mandated end-of-year assessments	☐1	☐0
f.	Summative assessments (evaluate student learning outcomes at the conclusion of an instructional period, such as a unit or semester)	☐1	☐0
g.	Benchmark or interim assessments (short tests administered throughout the school year; a tool to measure student growth)	☐1	☐0
h.	Performance-based assessment	☐1	☐0
i.	Tracking progress toward transition plan outcomes	☐1	☐0
j.	Word processing	☐1	☐0
k.	Career development (e.g., job searching, aptitude testing)	☐1	☐0
l.	Recreation (e.g., social media, e-mail, instant messaging, games)	☐1	☐0
m.	Life skills (e.g., critical thinking, problem solving)	☐1	☐0
n.	Other, please specify below.	☐1	☐0

B. Shared Decision Making and Collaborative Planning

B1. **During your state agency's most recent needs assessment, <u>as required under ESEA Section 1414(c)(6),</u> how involved were the following stakeholders?**

Please select one answer in each row.

		Not at All Involved	Somewhat Involved	Very Involved
a.	Agency administrators/program managers	☐1	☐2	☐3
b.	Agency education director/coordinator(s)	☐1	☐2	☐3
c.	Neglect and/or delinquent facility director(s)	☐1	☐2	☐3
d.	Agency data coordinators	☐1	☐2	☐3
e.	External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)	☐1	☐2	☐3
f.	Parents, family members, and/or other caregivers	☐1	☐2	☐3
g.	Children and youth/young adults	☐1	☐2	☐3
h.	Other, please specify below.	☐1	☐2	☐3

B2. **How often does your state agency use the following <u>program/department coordination or interagency collaboration practices</u> in support of education and related services for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Interagency/interdepartmental or cross-staff meetings	☐1	☐2	☐3	☐4
b.	Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration	☐1	☐2	☐3	☐4
c.	Blended or braided funding or other resource sharing	☐1	☐2	☐3	☐4
d.	Co-training of staff (e.g., training teachers and security staff together)	☐1	☐2	☐3	☐4
e.	Cross-departmental staffing/co-staffing (e.g., treatment or line staff assisting in the classroom)	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Shared Decision Making and Collaborative Planning, continued

B3. **What is the level of collaboration with each of the following agencies/partners with regard to programs or other efforts for the children and youth who are neglected and/or delinquent served by your state agency?**

Please select one answer in each row.

		Not at All Collaborative	Not Very Collaborative	Somewhat Collaborative	Very Collaborative	Not Applicable
a.	State Department of Child and Family Services, Child Welfare, Public Welfare (or the like)	☐1	☐2	☐3	☐4	☐NA
b.	State Department of Mental/Behavioral Health (or the like)	☐1	☐2	☐3	☐4	☐NA
c.	State Department of Housing (or the like)	☐1	☐2	☐3	☐4	☐NA
d.	State Department of (Juvenile) Justice/ Corrections (or the like)	☐1	☐2	☐3	☐4	☐NA5
e.	State Department of Labor	☐1	☐2	☐3	☐4	☐NA
f.	Other, please specify below.	☐1	☐2	☐3	☐4	☐NA

C. Education Assessments, Strategies, and Services

SCREENING AND ASSESSMENT

C1. **Does your state agency use child and youth risk/needs screenings and assessments within facilities/programs receiving Title I, Part D funds for any of the following reasons?**

Please select one answer in each row.

		Yes	No
a.	Identifying whether a student is performing at grade level	☐1	☐0
b.	Identifying academic content areas or skill gaps the student needs to address	☐1	☐0
c.	Identifying mental health issues	☐1	☐0
d.	Identifying behavioral concerns	☐1	☐0
e.	Assessing English language proficiency	☐1	☐0
f.	Identifying or evaluating the need for special education	☐1	☐0
g.	Identifying alcohol or other substance problems	☐1	☐0
h.	Other, please specify below:	☐1	☐0

C2. **Typically, at what point after children and youth are placed in facilities/programs receiving Title I, Part D funds from your state agency are risk/needs screenings and assessments conducted?**

Please select only one answer.

☐ Within 24 hours

☐ After 24 hours but within 48 hours

☐ After 48 hours but within the first week

☐ After the first week but within the first month

☐ Other, please specify below.

C. Education Assessments, Strategies, and Services, continued

C3. **Which of the following types of risk/needs screenings or assessments are conducted at facilities/programs receiving Title I, Part D funds through your state agency?**

Please select one answer in each row.

		Yes	No
a.	Back on Track (BOT)	□1	□0
b.	Beck Youth Inventories of Emotional & Social Impairment (BYI)	□1	□0
c.	Behavioral Assessment System for Children, 2nd Edition (BASC-2)	□1	□0
d.	Car, Relax, Alone, Forget, Friends, Trouble (CRAFFT) Screening	□1	□0
e.	Child and Adolescent Functional Assessment Scale (CAFAS)	□1	□0
f.	Massachusetts Youth Screening Instrument — Version 2 (MAYSI-2)	□1	□0
g.	Positive Achievement Change Tool (PACT)	□1	□0
h.	Substance Abuse Subtle Screening Inventory — Adolescent 2 (SASSI-A2)	□1	□0
i.	Youth Level of Service/Case Management Inventory (YLS/CMI) System	□1	□0
j.	Other, please specify below.	□1	□0

C4. **Are there state or local (e.g., school district) guidelines and/or regulations about which pre- or post-tests your state agency can use for <u>reading and English language arts</u>?**

Please select one answer in each row.

		Yes	No
a.	State guidelines	□1	□0
b.	State regulations	□1	□0
c.	Local guidelines	□1	□0
d.	Local regulations	□1	□0

C5. **Are there state or local (e.g., school district) guidelines and / or regulations about which pre- or post-tests your state agency can use for <u>mathematics</u>?**

Please select one answer in each row.

		Yes	No
a.	State guidelines	□1	□0
b.	State regulations	□1	□0
c.	Local guidelines	□1	□0
d.	Local regulations	□1	□0

C. Education Assessments, Strategies, and Services, continued

C6. **Do the facilities/programs in your state use academic assessments for the children and youth served by Title I, Part D?**

Please select only one answer.

☐ Yes, Go to Question **C7.**

☐ No, Go to Question **C10** on page **14.**

C7. **Which academic assessments are used by facilities/programs receiving Title I, Part D funds through your state agency?**

Please select one answer in each row.

		Yes	No
a.	The state's mandated academic assessment	☐1	☐0
b.	Basic English Skills Test (BEST)	☐1	☐0
c.	Test of Adult Basic Education (TABE)	☐1	☐0
d.	Basic Achievement Skills Inventory (BASI)	☐1	☐0
e.	Diagnostic Assessment of Reading (DAR)	☐1	☐0
f.	Renaissance Learning STAR assessments	☐1	☐0
g.	Wide Range Achievement Test (WRAT)	☐1	☐0
h.	Other, please specify below.	☐1	☐0

C8. **Typically, at what point are <u>academic pre-tests</u> administered within the facilities/programs receiving Title I, Part D funds through your state agency?**

Please select only one answer.

☐ Within 24 hours of facility entry/program enrollment

☐ After 24 but within 48 hours of facility entry/program enrollment

☐ After 48 hours but within the first week of facility entry/program enrollment

☐ More than one week after facility entry/program enrollment

C9. **Typically, at what point are <u>academic post-tests</u> *first* administered within the facilities/programs receiving Title I, Part D funds through your state agency?**

Please select only one answer.

☐ Less than 30 days after facility entry/program enrollment

☐ 30 days after facility entry/program enrollment

☐ Between 31 and 60 days after facility entry/program enrollment

☐ Between 61 and 90 days after facility entry/program enrollment

☐ More than 90 days after facility entry/program enrollment

C. Education Assessments, Strategies, and Services, continued

GENERAL EDUCATION SERVICES AND STRUCTURE

C10. **Across the facilities/programs receiving Title I, Part D funding through your state agency, who is <u>primarily</u> responsible for providing education and related services to the children and youth?**

Please indicate the number of facilities/programs for which each entity is responsible.

If education is provided by a private entity, please include the facility/program in the count for the agency that contracts with the private provider.

If none, please "0."

Agency Primarily Responsible for Providing Education and Related Services	Number of Facilities/Programs
Your *state* agency	
The state Department of Education	
Another stage agency	
A local school district	
Other, please specify below.	

C11. **What is the average length of the instructional day in the facilities/programs receiving Title I, Part D funds through your state agency?**

Please enter the number of hours in the box below.

Average number of hours in the instructional day

C12. **What is the average length of the instructional year in the facilities/programs receiving Title I, Part D funds through your state agency?**

Please enter the number of days in the box below.

Average number of days in the instructional year

C. Education Assessments, Strategies, and Services, continued

C13. **During the current fiscal/school year (2016-17), to what extent have the following strategies to help improve academic outcomes for students served by Title I, Part D been a focus of the facilities/programs receiving Title I, Part D funds through your state agency?**

Please select one answer in each row.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Using student achievement data (e.g., standardized academic assessment or collected behavioral data) to inform instruction and academic supports	☐1	☐2	☐3	☐4
b. Aligning curriculum and instruction with state standards and/or assessments	☐1	☐2	☐3	☐4
c. Implementing evidence-based instructional approaches or curricula in **reading/English language arts**	☐1	☐2	☐3	☐4
d. Implementing evidence-based instructional approaches or curricula in **mathematics**	☐1	☐2	☐3	☐4
e. Implementing credit recovery programs	☐1	☐2	☐3	☐4
f. Providing individualized instruction to all students	☐1	☐2	☐3	☐4
g. Providing individualized instruction to special student populations (e.g., students with disabilities and English language learners)	☐1	☐2	☐3	☐4
h. Supplementing core instruction with additional supports (e.g., tutoring, computer-based instruction)	☐1	☐2	☐3	☐4
i. Incorporating education technology in the classroom (e.g., using tablets to support instruction, delivering content by means of interactive whiteboards)	☐1	☐2	☐3	☐4
j. Ensuring instructional time for all students (e.g., by limiting classroom removals for code of conduct infractions or treatment sessions)	☐1	☐2	☐3	☐4
k. Implementing classroom and behavior management strategies that foster positive climates for learning (e.g., positive behavioral interventions and supports)	☐1	☐2	☐3	☐4
l. Implementing strategies for increasing parents'/family involvement in children's and youth's education	☐1	☐2	☐3	☐4
m. Using strategies for appropriately including students in their own educational planning	☐1	☐2	☐3	☐4
n. Incorporating skills learned in the classroom across other areas of the facility (e.g., applying intrapersonal problem-solving skills within dormitories)	☐1	☐2	☐3	☐4
o. Coordinating with treatment staff to mitigate challenges to learning and reinforce academic concepts/skills	☐1	☐2	☐3	☐4

C. Education Assessments, Strategies, and Services, continued

BEHAVIOR MANAGEMENT

C14. **Thinking about managing student behavior, please indicate if any of the following strategies are in use in the facilities/programs with children and youth served by Title I, Part D funds from your state agency.**

Please select one answer in each row.

		Yes	No
a.	Individualized student behavior management plans	□1	□0
b.	Classroom behavior management procedures	□1	□0
c.	Posted behavioral expectations	□1	□0
d.	Incentives or positive consequences for positive behavior	□1	□0
e.	Sanctions or negative consequences for negative behavior	□1	□0
f.	Other, please specify below.	□1	□0

SPECIAL EDUCATION

C15. **Are any of the following types of services provided to children and youth with disabilities in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Yes	No
a.	Self-contained special education class/classroom (students with disabilities are taught in a class made up solely of students with disabilities for the entire instructional day)	□1	□0
b.	Pull-out services (students with disabilities are provided instruction in a separate setting by a special education teacher for part of the instructional day)	□1	□0
c.	In-class services (a special education teacher provides instructional or related services to students with disabilities, individually or in small groups, in the general education setting)	□1	□0
d.	Team teaching (a general and special education teacher share teaching responsibilities for all or part of the instructional day)	□1	□0
e.	Modified curriculum delivered by a general education teacher	□1	□0
f.	Other, please specify below.	□1	□0

C. Education Assessments, Strategies, and Services, continued

ENGLISH LANGUAGE LEARNERS

C16. **Do any of the facilities/programs receiving Title I, Part D funds from your state agency serve any children and youth who are English language learners?**

Please select only one answer.

☐ Yes,   Go to Question **C17**

☐ No,   Go to Question **C19,** on page **18**

C17. **Which of the following models are provided to the children and youth identified as English language learners in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Yes	No
a.	English as a second language (ESL) pull-out (students who are English language learners are removed from the general education setting and provided ESL instruction in a separate setting by an ESL teacher for part of the instructional day)	☐1	☐0
b.	Sheltered instruction (ESL content-area classes with English immersion mainstreaming)	☐1	☐0
c.	Newcomer program or high-intensity language training (students who are English language learners receive ESL instruction for the majority of the day, with mainstream electives)	☐1	☐0
d.	Dual immersion (two languages taught throughout the day)	☐1	☐0
e.	Other, please specify below.	☐1	☐0

C18. **Which of the following types of learning domains are emphasized with the children and youth identified as English language learners in facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Yes	No
a.	Oral comprehension	☐1	☐0
b.	Reading comprehension	☐1	☐0
c.	Writing proficiency	☐1	☐0
d.	Visual literacy (i.e., looking at a picture or video to gauge meaning)	☐1	☐0
e.	Interpersonal learning	☐1	☐0
f.	Other, please specify below.	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

SOCIAL EMOTIONAL LEARNING

Social emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

C19. **Do the facilities/programs receiving Title I, Part D funds through your state agency teach (formally or informally) social emotional skills or competencies to the children and youth served by Title I, Part D?**

Please select only one answer.

☐ Yes, in **all** facilities/programs

☐ Yes, in **some** facilities/programs

☐ No

CAREER AND TECHNICAL EDUCATION

C20. **In which level of career and technical education (CTE) courses do the children and youth in the facilities/programs receiving Title I, Part D funds from your state agency participate?**

Please select only one answer.

☐ Secondary level only

☐ Post-secondary level only

☐ Both secondary and post-secondary levels

☐ The facilities/programs do not offer CTE courses ⟶ Go to Question **C22,** on page **19**

C21. **Which occupational program areas do the CTE programs the facilities/programs receiving Title I, Part D funds from your state agency offer?**

Please select one answer in each row.

		Yes	No
a.	Agriculture and natural resources	☐1	☐0
b.	Business	☐1	☐0
c.	Communications and design	☐1	☐0
d.	Computer and information sciences	☐1	☐0
e.	Construction and architecture	☐1	☐0
f.	Consumer and culinary services	☐1	☐0
g.	Engineering technologies	☐1	☐0
h.	Health sciences	☐1	☐0
i.	Manufacturing	☐1	☐0
j.	Marketing	☐1	☐0
k.	Public services	☐1	☐0
l.	Repair and transportation	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

INSTITUTION-WIDE PROGRAMMING

*If you are Title I, Part D Coordinator with a juvenile justice corrections agency, go to Question **C22**. Otherwise, please go to Question **C32** on page **24**.*

C22. **Do any of the facilities/programs receiving Title I, Part D funds through your state agency operate institution-wide projects (IWPs*)?**

*Institution-wide projects allow agencies to flexibly use Title I, Part D and other federal and state funds to serve all children and youth in, and upgrade the entire educational effort of, state juvenile correctional institutions or programs.

Please select only one answer.

☐ Yes,   Go to Question **C23** below

☐ No,   Go to Question **C32** on page **23**

C23. **How many facilities/programs receiving Title I, Part D funds through your state agency operate IWPs?**

Please enter the number in the box below.

	Number of facilities operating IWPs

C24. **Which of the following stakeholders are involved in the IWP planning team?**

Please select one answer in each row.

		Yes	No
a.	Facility administrators	☐1	☐0
b.	Instructional staff	☐1	☐0
c.	Agency and/or facility data coordinator(s)	☐1	☐0
d.	Support services staff (e.g., counseling and health staff)	☐1	☐0
e.	External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)	☐1	☐0
f.	Parents/family members	☐1	☐0
g.	Children and youth	☐1	☐0
h.	Other, please specify below.	☐1	☐0

C25. **Were new policies and procedures developed during the IWP planning phase?**

Please select only one answer.

☐ Yes

☐ No

C. Education Assessments, Strategies, and Services, continued

C26. **Which of the following reasons best explains why facilities/programs receiving Title I, Part D funds from your state agency implement IWPs?**

Please select only one answer.

☐ Funding flexibility

☐ Adopting strategies that improve overall facility educational programming rather than providing add-on services for individual students (i.e., targeted assistance)

☐ Conducting a more focused evaluation of the facility's needs

☐ Address state academic content standards

☐ Other, please specify below.

> [ ]

C27. **In your opinion, is it difficult for the facilities/programs receiving Title I, Part D funds from your state agency to <u>coordinate funds</u> for IWP implementation?**

Please select only one answer.

☐ Yes

☐ No

C28. **In your opinion, is it difficult for the facilities/programs receiving Title I, Part D funds from your state agency to <u>sustain suitable partnerships</u> for IWP implementation?**

Please select only one answer.

☐ Yes

☐ No

C29. **How much of a challenge is each of the following for <u>sustaining</u> programs in the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a.	Conducting a facilities/program needs assessment	☐1	☐2	☐3	☐4
b.	Developing a facilities/program comprehensive plan	☐1	☐2	☐3	☐4
c.	Conducting high-quality, on-site professional development for all involved staff	☐1	☐2	☐3	☐4
d.	Evaluation of the IWP from all staff involved and external experts from the field	☐1	☐2	☐3	☐4
e.	Other, please specify below. [ ]	☐1	☐2	☐3	☐4

C. Education Assessments, Strategies, and Services, continued

C30a. Does your agency consolidate funding sources under the IWPs?

Please select only one answer.

☐ Yes, Go to Question **C30b**, below

☐ No, Go to Question **C32** on page **23**

C30b. Considering all of the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency, which of the following funding sources are consolidated under the IWPs?

Please select one answer in each row.

		Yes	No
a.	Bureau of Justice Assistance (BJA) grants (other than *Second Chance Act*)	☐1	☐0
b.	*Every Student Succeeds Act* (ESSA), Title I, Part D	☐1	☐0
c.	ESSA, Title II, Part A	☐1	☐0
d.	Federal *Second Chance Act* (SCA) grants	☐1	☐0
e.	IDEA, Part B	☐1	☐0
f.	National Institute of Justice (NIJ) grants	☐1	☐0
g.	Office of Juvenile Justice and Delinquency Prevention (OJJDP) grants	☐1	☐0
h.	State correctional education funds	☐1	☐0
i.	*Workforce Innovation and Opportunity Act,* Title II (also known as the *Adult Education Family Literacy Act*)	☐1	☐0
j.	Other, please specify below.	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

C31. **How much of a challenge is each of the following for <u>coordinating/consolidating</u> funds from Title I, Part D and other state/federal programs in the IWPs operated by the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

	Type of Challenge	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a.	State accounting rules require separate accounting for federal program funds	☐1	☐2	☐3	☐4
b.	Concern about potential audit findings	☐1	☐2	☐3	☐4
c.	Lack of information about how to coordinate/consolidate funds	☐1	☐2	☐3	☐4
d.	Concern for, or lack of understanding of, how to maintain program fidelity with coordinated/consolidated funds	☐1	☐2	☐3	☐4
e.	Need for more training and understanding of IWPs by agency finance staff	☐1	☐2	☐3	☐4
f.	Lack of strong facility leadership to successfully coordinate/consolidate funds	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

C. Education Assessments, Strategies, and Services, continued

TRANSITION PLANNING AND SUPPORT

C32. Approximately what percentage of the children and youth served by Title I, Part D in the facilities/programs receiving funds from your state agency…

Please enter a percentage in each row. If "0," select the box "None." Your best estimate is fine.

		Percentage of Children and Youth	
a.	Enter the facility/program with a transition plan from a prior placement?	_____ %	☐ None
b.	Have a transition plan created upon arrival?	_____ %	☐ None
c.	Have a transition plan modified while in the facility/program?	_____ %	☐ None
d.	Are monitored for progress at regular intervals toward transition plan outcomes?	_____ %	☐ None
e.	Are assessed for progress toward transition goals/outcomes prior to exit?	_____ %	☐ None
f.	Are assessed for progress toward transition goals/outcomes after exit?	_____ %	☐ None

C33. In the facilities/programs receiving Title I, Part D funds from your state agency, how involved are <u>children and youth</u> in the following transition planning activities?

Please select one answer in each row.

		Limited or Not at All Involved	Moderately Involved	Substantially Involved
a.	Identifying their own strengths and needs	☐1	☐2	☐3
b.	Identifying their goals and objectives	☐1	☐2	☐3
c.	Informing education plans	☐1	☐2	☐3
d.	Requesting or suggesting subsequent placements	☐1	☐2	☐3
e.	Creating their own transition plan	☐1	☐2	☐3

C34. In the facilities/programs receiving Title I, Part D funds from your state agency, how involved are <u>parents and family members</u> in the following transition planning activities?

Please select one answer in each row.

		Limited or Not at All Involved	Moderately Involved	Substantially Involved
a.	Identifying child's/youth's strengths and needs	☐1	☐2	☐3
b.	Identifying child's/youth's goals and objectives	☐1	☐2	☐3
c.	Deciding education plans	☐1	☐2	☐3
d.	Deciding new placements	☐1	☐2	☐3
e.	Creating child's/youth's transition plan	☐1	☐2	☐3

C. Education Assessments, Strategies, and Services, continued

C35. **In your opinion, how closely do the facilities/programs receiving Title I, Part D funds from your state agency partner with local community organizations to assist in children and youth transition activities?**

Please select only one answer.

☐ Very closely

☐ Somewhat closely

☐ Not very closely

☐ Not at all

C36. **In your opinion, how closely do the facilities/programs receiving Title I, Part D funds from your state agency collaborate with the following external partners to support transition planning and services for the children and youth served by Title I, Part D?**

Please select one answer in each row.

	Partners	Not at All	Not Very Closely	Somewhat Closely	Very Closely
a.	Community-based organizations	☐1	☐2	☐3	☐4
b.	Community schools/school districts	☐1	☐2	☐3	☐4
c.	Employers	☐1	☐2	☐3	☐4
d.	Health services (including mental/behavioral)	☐1	☐2	☐3	☐4
e.	Justice/law enforcement	☐1	☐2	☐3	☐4
f.	Social service/child and family services	☐1	☐2	☐3	☐4
g.	Workforce development (e.g., job training/placement)	☐1	☐2	☐3	☐4
h.	Other, please specify below.	☐1	☐2	☐3	☐4

C37. **Are transition plans shared with the educational or career training agencies that children and youth will attend upon exit?**

Please select only one answer.

☐ Yes

☐ No

C38. **Approximately how many months <u>after exit</u> do the children and youth served by Title I, Part D funds from your state agency receive transition follow-up (aftercare) services?**

Please select only one answer.

☐ Less than 2 months

☐ 2 months – less than 6 months

☐ 6 months – less than 8 months

☐ 8 months or more

C. Education Assessments, Strategies, and Services, continued

C39. **Which of the following aftercare supports do the facilities/programs receiving Title I, Part D funds from your state agency provide to children and youth <u>after exit</u>?**

Please select one answer in each row.

		Yes	No
a.	Financial support (e.g., cash or vouchers for housing assistance, assistance through TANF or SNAP)	☐1	☐0
b.	General education support	☐1	☐0
c.	Job training	☐1	☐0
d.	Mental health counseling	☐1	☐0
e.	Substance abuse counseling	☐1	☐0
f.	Career and technical education support	☐1	☐0
g.	Other, please specify below.	☐1	☐0

C40. **In your opinion, how difficult is it for the facilities/programs receiving Title I, Part D funds from your state agency to track children and youth who have left the facility/program?**

Please select only one answer.

☐ Not very difficult

☐ Somewhat difficult

☐ Very difficult

STATE AGENCY (SA) COORDINATOR SURVEY

C. Education Assessments, Strategies, and Services, continued

C41. **How much of a challenge has each of the following been for <u>tracking children and youth after exit</u> in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a.	State laws or other regulations that prohibit contact with children and youth after exit	☐1	☐2	☐3	☐4
b.	Federal, state, or local privacy policies	☐1	☐2	☐3	☐4
c.	Lack of facility/program staff, funding, or other resources to track children and youth	☐1	☐2	☐3	☐4
d.	Lack of willingness/cooperation from children/youth after exit placement(s)	☐1	☐2	☐3	☐4
e.	Lack of student information systems	☐1	☐2	☐3	☐4
f.	Disconnected/siloed student information systems	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

D. Instructional Staff Qualifications and Professional Development

D1. **What is the average number of years of experience for <u>teachers</u> in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select only one answer.

☐ Less than 1 year

☐ 1 year – less than 3 years

☐ 3 years – less than 6 years

☐ 6 years – less than 8 years

☐ 8 years or more

D2. **What is the lowest level of education required when hiring new instructional staff for the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select only one answer.

☐ Associate's degree

☐ Bachelor's degree

☐ Master's degree

☐ Doctoral degree

D3. **Which of the following credentials are required by the state for <u>teachers</u> in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Yes	No
a.	Professional educator licensure	☐1	☐0
b.	Education specialist endorsement (such as reading specialist, learning behavioral specialist)	☐1	☐0
c.	Content-area endorsements (such as science, mathematics, English)	☐1	☐0
d.	Other, please specify below.	☐1	☐0

D4. **Which of the following credentials are required by the state for <u>related service providers</u> in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

		Yes	No
a.	Mandatory licensure (requires practitioners to have a license for providing a service)	☐1	☐0
b.	Title licensure (requires practitioners to have credentials before using a professional title)	☐1	☐0
c.	Registration (requires practitioners to provide information about their training and experience to a state consumer agency)	☐1	☐0
d.	Other, please specify below.	☐1	☐0

D. Instructional Staff Qualifications and Professional Development, continued

D5. **How much of a challenge has each of the following staff-related issues been in the facilities/programs receiving Title I, Part D funds from your state agency?**

Please select one answer in each row.

	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Instructional staff often teach outside the content area in which they are credentialed.	☐1	☐2	☐3	☐4
b. Shortage of qualified **instructional** staff.	☐1	☐2	☐3	☐4
c. Shortage of qualified support services staff.	☐1	☐2	☐3	☐4
d. Instructional staff lack qualifications to teach students with disabilities.	☐1	☐2	☐3	☐4
e. Instructional staff lack qualifications to teach English language learners.	☐1	☐2	☐3	☐4
f. Instructional, related, and/or support staff lack experience and/or training working in a secure care, residential, or similar alternative education setting.	☐1	☐2	☐3	☐4
g. Other, please specify below.	☐1	☐2	☐3	☐4

D6. **Do instructional staff in the facilities/programs receiving Title I, Part D funds from your state agency receive professional development at least annually?**

Please select only one answer.

☐ Yes, Go to Question **D7,** below
☐ No, Go to Question **D8** on page **29**

D7. **On average, across all facilities/programs receiving Title I, Part D funds from your state agency, what is the total number of hours of annual professional development provided per full-time equivalent (FTE) instructional staff?**

Please enter the number in the box below.

Total annual professional development hours per FTE instructional staff

D. Instructional Staff Qualifications and Professional Development, continued

D8. **Do support services staff in the facilities/programs receiving Title I, Part D funds from your state agency receive professional development at least annually?**

Please select only one answer.

☐ Yes,   Go to Question **D9**

☐ No,   Go to Question **D10a**

D9. **On average, across all facilities/programs receiving Title I, Part D funds from your state agency, what is the total number of hours of annual professional development provided per FTE support services staff?**

Please enter a number in the box below.

         Total annual professional development hours per FTE support/ services staff

D10a. **Have any of the facilities/programs receiving Title I, Part D funds provided professional development in the past three years?**

Please select only one answer.

☐ Yes,   Go to Question **D10b**

☐ No,   Go to Question **D11** on page **30**

D10b. **Considering all instructional AND support services staff in the facilities/programs receiving Title I, Part D funds from your state agency, which of the following areas of professional development have been provided in the last three years?**

Please select one answer in each row.

	Areas of Professional Development	Yes	No
a.	Reading/English language arts content or curricula	☐1	☐0
b.	Mathematics content or curricula	☐1	☐0
c.	Other academic subjects (e.g., science, social studies, foreign language)	☐1	☐0
d.	Instructional strategies for English language learners	☐1	☐0
e.	Instructional strategies for students with individualized education programs (IEPs)	☐1	☐0
f.	Student behavioral management or positive behavior strategies	☐1	☐0
g.	Analyzing and interpreting student data	☐1	☐0
h.	Using educational technology	☐1	☐0
i.	Program management and planning	☐1	☐0
j.	Program budgeting	☐1	☐0
k.	Other, please specify below.	☐1	☐0

D. Instructional Staff Qualifications and Professional Development, continued

D11. **Does your state agency and/or the facilities/programs receiving Title I, Part D funds from your state agency have a staff recruitment or staff assignment policy specifically for staff who work with children and youth who are neglected or delinquent?**

Please select one answer in each row.

	Yes	No
a. Staff **recruitment** policy	$\square_1$	$\square_0$
b. Staff **assignment** policy	$\square_1$	$\square_0$

D12a. **Does your state agency and/or facilities/programs offer incentives to hire or retain staff for the Title I, Part D program?**

Please select only one answer.

$\square$ Yes,   Go to Question **D12b**

$\square$ No,   Go to Question **D13**

D12b. **Does your state agency and/or the facilities/programs receiving Title I, Part D funds from your state agency offer any of the following incentives to hire or retain staff?**

Please select one answer in each row.

	Yes	No
a. Signing bonuses	$\square_1$	$\square_0$
b. Relocation assistance or housing	$\square_1$	$\square_0$
c.. Finder's fee to existing staff for new teacher referrals	$\square_1$	$\square_0$
d. Student loan forgiveness	$\square_1$	$\square_0$
e. Continuing or graduate education reimbursement	$\square_1$	$\square_0$
f. Other, please specify below.	$\square_1$	$\square_0$

D13. **In your opinion, <u>during the past three years</u>, how much of a challenge has it been for the facilities/programs receiving Title I, Part D funds from your state agency to retain staff in each of the following personnel categories?**

Please select one answer in each row.

	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Instructional staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b. Support services staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c. Administrators or managers	$\square_1$	$\square_2$	$\square_3$	$\square_4$

E. Outcome Assessment and Utilization

E1. **Does your state require the facilities/programs receiving Title I, Part D funds to assess educational <u>outcomes</u> for the children and youth served by Title I, Part D while they are enrolled?**

☐ Yes, Go to Question **E2**

☐ No, Go to Question **E4** on page **35**
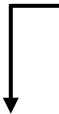
E2. **How are educational outcomes measured in the facilities/programs receiving Title I, Part D funds through your state agency?**

Please select one answer in each row.

		Yes	No
a.	Standardized, **summative** assessments (e.g., state end-of-year assessment)	☐1	☐0
b.	Standardized, **formative** assessments (e.g., formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning to improve student attainment)	☐1	☐0
c.	Informal assessments (e.g., teacher observation, student work)	☐1	☐0
d.	Course grades	☐1	☐0
e.	Course credits	☐1	☐0
f.	Other, please specify below. _____	☐1	☐0

E. Outcome Assessment and Utilization, continued

E3a. **Do facilities/programs receiving Title I, Part D funds measure outcomes for any specific subpopulations of students (e.g., by gender or race/ethnicity)?**

☐ Yes, Go to Question **E3b**

☐ No, Go to Question **E4**

E3b. **Are outcomes measured for any of the following specific subpopulations of students within the facilities/programs receiving Title I, Part D funds through your state agency?**

Please select one answer in each row.

		Yes	No
a.	Students with disabilities	☐1	☐0
b.	English language learners	☐1	☐0
c.	Black students	☐1	☐0
d.	Hispanic/Latino students	☐1	☐0
e.	American Indian and/or Alaska Native students	☐1	☐0
f.	By gender	☐1	☐0
g.	Other, please specify below.	☐1	☐0

E4. **Are the facilities/programs receiving Title I, Part D funds through your state agency able to track student outcomes for children and youth served by Title I, Part D post-exit?**

Please select only one answer.

☐ Yes, for <u>all</u> students, Go to Question **E5**, below

☐ Yes, for <u>some</u> students, Go to Question **E5**, below

☐ No, Go to Question **E6** on page **33**

E5. **Which of the following <u>post-exit, education-related</u> student outcomes does your state agency track for students served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	High school course credits awarded	☐1	☐0
b.	High school graduation rates and/or diplomas awarded	☐1	☐0
c.	High school equivalency certificates earned (e.g., GED, TASC, or HiSET)	☐1	☐0
d.	High school dropout rates	☐1	☐0
e.	Postsecondary education acceptance/enrollment	☐1	☐0
f.	Postsecondary education dropout/incompletion rates	☐1	☐0
g.	Career and technical certificates awarded	☐1	☐0
h.	Technical/training school acceptance/enrollment and/or apprenticeships	☐1	☐0
i.	Employment or other labor market outcomes	☐1	☐0
j.	Other, please specify below.	☐1	☐0

E. Outcome Assessment and Utilization, continued

E6. **Has your state agency developed a formal process to monitor program progress toward achieving state- and/or agency-wide educational and related outcomes (e.g., continuous quality improvement, or CQI*) for the children and youth served by Title I, Part D?**

*Continuous quality improvement is a process to ensure that programs are systematically and intentionally using data to make evidence-informed decisions about improving services that ultimately affect outcomes for the children and youth they serve.

Please select only one answer.

☐ Yes, Go to Question **E7**

☐ No, Go to Question **E10**

E7. **Does the State Education Agency require your state agency to implement a formal program monitoring and/or program improvement process for the Title I, Part D program?**

Please select only one answer.

☐ Yes

☐ No

E8. **How often does your state agency use <u>process data</u> (e.g., data that track delivery of services to students, such as adherence to curriculum or children and youth participation in education activities, etc.) collected by your state agency and/or by subgrantees for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing fidelity to facility/program Part D program plans.	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or facility/program Part D goals/outcomes are not met.	☐1	☐2	☐3	☐4

E9. **How often does your agency use <u>outcome data</u> (e.g., data that track gains in reading and mathematics, high school course credits awarded, community school reenrollment) collected by your state agency and/or by subgrantees for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing progress toward achieving state and/or facility/program Part D goals/outcomes	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or facility/program Part D goals/outcomes are not met	☐1	☐2	☐3	☐4

E10. **In your opinion, how important are improved education-related outcomes for the children and youth in the juvenile justice and/or child welfare systems a priority for your state agency?**

Please select only one answer.

☐ Very important

☐ Important

☐ Somewhat important

☐ Not important

F. Use of ESSA Title I, Part D Funds

Title I, Part D programs are funded primarily through subgrants to state agencies (Subpart 1) and local education agencies (Subpart 2). Each subgrant has its own fiscal requirements regarding the use of funds. Title I, Part D funds are meant to be supplemental to the core instructional program provided by the state or locality to children and youth who are neglected or delinquent.

F1. **Please use the table below to provide additional detail on the use of Title I, Part D dollars spent at your state agency in <u>last fiscal/school year 2015–16</u>.**

Please enter the dollar amount in each row to the nearest $500 (e.g., $100,500).

If there are no dollars to report, please enter $0.

TOTAL DOLLARS SPENT AT YOUR STATE AGENCY	Autopopulated in Web Version
PERSONNEL	
TOTAL DOLLARS — PERSONNEL SPENDING	**Autocalculated in Web Version**
a. Core Teacher FTE salaries (content areas)	$
b. Supplemental Teacher FTE salaries (above and beyond the core program)	$
c. Student Health and Nutrition Services FTE salaries or contracted providers	$
d. Psychology and Therapy Services FTE salaries or contracted providers	$
e. Counseling Services FTE salaries or contracted providers	$
NON PERSONNEL	
TOTAL DOLLARS — NONPERSONNEL SPENDING	**Autocalculated in Web Version**
a. Professional Development fees (contracted services, conference registration, travel, per diems, etc.)	$
b. Instructional Materials	$
c. Other Equipment, including technology hardware and software	$
d. Programs that serve children and youth returning from correctional facilities	$
e. Dropout prevention programs	$
f. Coordinated health and social services not reflected in personnel	$
g. Mentoring and peer mediation programs	$

F. Use of ESSA Title I, Part D Funds, continued

F2. **Approximately what percentage of your state agency's Title I, Part D, Subpart 1 funding for last fiscal/school year 2015–16 was spent for transition services and support?**

Please enter the percentage in the box below.

Percentage of state agency's Subpart 1 allocation spent for transition activities

F3. **Of the funds allocated to transition activities for last fiscal/school year 2015–16, what dollar amount was used for programs and services?**

Enter an amount in each row. If $0, select "None." If you do not know, please select "Don't know."

		Amount	
a.	Projects that facilitate transition to schools served by local education agencies (LEAs) (ESEA § 1418(a)(1))	$	☐ None ☐ Don't know
b.	Projects that facilitate re-entry following secondary diploma (ESEA § 1418(a)(2))	$	☐ None ☐ Don't know
c.	Preplacement programs in colleges, universities, or community colleges	$	☐ None ☐ Don't know
d.	Worksite schools (higher education institutions and employer partnership)	$	☐ None ☐ Don't know
e.	Children and youth support services (personal, vocational, academic counseling; college placement; student financial aid counseling; job placement services)	$	☐ None ☐ Don't know
f.	Family support services (family engagement, family counseling, skill building, rehabilitative)	$	☐ None ☐ Don't know

F4. **In your opinion, are Title I, Part D funds allocated from your state agency to the recipient facilities/programs in a timely manner?**

Please select only one answer.

☐ Yes

☐ No

F. Use of ESSA Title I, Part D Funds, continued

F5. **Thinking about your state agency's <u>last fiscal/school year (2015–16)</u>, were any Title I, Part D, Subpart 1 funds carried over into the current fiscal/school year (2016–17)?**

Please select only one answer.

☐ Yes,   Go to Question **F6**

☐ No,   Go to Question **F8**

F6. **What percentage of your agency's <u>last fiscal/school year (2015–16)</u>, Title I, Part D, Subpart 1 funds were carried over into the current fiscal/school year (2016–17)?**

Please enter a valid percentage (0-100)..

Percentage of funds carried over from last fiscal/school year 2015–16

F7. **Thinking about your agency's <u>last fiscal/school year, 2015–16</u>, what were the main reasons that Title I, Part D funds were carried over into the current fiscal/school year, (2016–17)?**

Please select all that apply.

☐ Facility/program closure(s) and/or merger(s)

☐ Decrease in number of eligible students

☐ Delay/failure to replace staff supported by Part D funds

☐ Facilities/programs receiving funds were unsure of the accounting and/or reporting requirements for uses of funds

☐ Facilities/programs receiving funds requested to use funds in ways that did not meet program goals or requirements

☐ Other, please specify below.

F8. **Are there any final comments or thoughts that you would like to share about on your experiences with Title I, Part D funds?**

THANK YOU FOR COMPLETING THIS SURVEY!

A. Agency Characteristics

A1. **What is your current job title at your local educational agency?**

Enter job title

A2. **In a typical week, what percentage of your work hours are spent working on tasks related to Title I, Part D?**

Please select only one answer.

☐ Less than 20%

☐ 20–39%

☐ 40–59%

☐ 60–79%

☐ 80% or more

A3. **How many years have you worked as a Title I, Part D Coordinator at your agency?**

Please select only one answer.

☐ Less than 1 year

☐ 1 year – less than 3 years

☐ 3 years – less than 6 years

☐ 6 years – less than 10 years

☐ 10 years or more

A4. **On or around October 1, 2016, what was the unduplicated count of children and youth in all of the facilities/programs receiving Title I, Part D, Subpart 2 funds through your agency?**

This information can be found in your Consolidated State Performance Report (CSPR) data.

Please enter the count in the box below.

*Unduplicated count of children and youth served in **Subpart 2–funded** programs*

A5. **For school/fiscal year 2016-17, approximately what percentage of your agency's total education funding comes from Title I, Part D?**

To calculate your response to this question, please divide your district's total Title I, Part D allocation by your district's total education funding, from all other sources and across all purposes and student populations. Then, multiply that number by 100 for your percentage. For example, if you receive $25,000 in Title I Part D funding and your total district funds are $1,000,000, then your response to this question would be 2.5 (i.e., $25,000/$1,000,000 x 100=2.5%).

Please enter the percentage in the box below.

Percentage of agency's education funds received from Title I, Part D Neglected or Delinquent Programs

A. Agency Characteristics, continued

A6. **What is the standard ratio of children and youth to <u>instructional staff</u> (e.g., teachers, teaching assistants, librarians, principals) for children and youth in facilities/programs receiving Title I, Part D funds through your agency?**

Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50.

Please provide a number in each column.

Children and Youth to Instructional Staff Ratio	
Number of Children and Youth	Number of Instructional Staff
	:	

A7. **On or around October 1, 2016, approximately how many children and youth served by Title I, Part D through your agency had been identified as English language learners?**

Please enter the count in the box below.

Number of children and youth who are English language learners

A8. **On or around October 1, 2016, approximately how many children and youth served by Title I, Part D in this facility/program were eligible for services under the *Individuals with Disabilities Education Act* (IDEA), Part B?**

Please enter the count in the box below.

Number of children and youth eligible for services under IDEA, Part B

A9. **For each type of educational technology hardware and network listed, please indicate if it is used in facilities/programs receiving Title I, Part D funds through your agency.**

Please select one answer in each row.

		Yes	No
a.	Local area network(s) (LAN) (network limited to office, building, or facility)	☐1	☐0
b.	Statewide or wide area network(s) (WAN) (network connected across a geographical area, such as one that connects to other facilities or offices)	☐1	☐0
c.	Smartboards (standalone or networked)	☐1	☐0
d.	Desktop computers (standalone or networked)	☐1	☐0
e.	Laptop computers	☐1	☐0
f.	E-readers, tablets, or other mobile devices	☐1	☐0
g.	Other, please specify below.	☐1	☐0

A. Agency Characteristics, continued

A10. **Please indicate if the children and youth in facilities/programs receiving Title I, Part D through your agency use computers in any of the following ways.**

Please select one answer in each row.

		Yes	No
a.	Curriculum delivery	☐1	☐0
b.	Credit recovery programs	☐1	☐0
c.	Online college courses	☐1	☐0
d.	Supplemental instruction or intervention (e.g., IXL, Voyager, Accelerated Reading/Mathematics)	☐1	☐0
e.	State-mandated end-of-year assessments	☐1	☐0
f.	Summative assessments (evaluate student learning outcomes at the conclusion of an instructional period, such as a unit or semester)	☐1	☐0
g.	Benchmark or interim assessments (short tests administered throughout the school year; a tool to measure student growth)	☐1	☐0
h.	Performance-based assessment	☐1	☐0
i.	Tracking progress toward transition plan outcomes	☐1	☐0
j.	Word processing	☐1	☐0
k.	Career development (e.g., job searching, aptitude testing)	☐1	☐0
l.	Recreation (e.g., social media, e-mail, instant messaging, games)	☐1	☐0
m.	Life skills (e.g., critical thinking, problem solving)	☐1	☐0
n.	Other, please specify below.	☐1	☐0

B. Title I, Part D Program Administration

SHARED DECISION MAKING AND COLLABORATIVE PLANNING

B1. **What is your level of collaboration with each of the following agencies/partners with regard to programs or other efforts for the children and youth who are neglected and/or delinquent in your local educational agency?**

Please select one answer in each row.

		Not at All Collaborative	Not Very Collaborative	Somewhat Collaborative	Very Collaborative	Not Applicable
a.	Department of Child and Family/Health and Human Services	☐1	☐2	☐3	☐4	☐NA
b.	Department of Mental/Behavioral Health Services	☐1	☐2	☐3	☐4	☐NA
c.	Department of Juvenile Justice/Corrections	☐1	☐2	☐3	☐4	☐NA
d.	Department of Housing/Urban Development	☐1	☐2	☐3	☐4	☐NA
e.	Department of Labor	☐1	☐2	☐3	☐4	☐NA
f.	Other, please specify below.	☐1	☐2	☐3	☐4	☐NA

B. Title I, Part D Program Administration, continued

B2. **How often does your agency use the following program/department coordination or interagency collaboration practices in support of education and related services for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Meetings with the state Title I, Part D Coordinator	☐1	☐2	☐3	☐4
b.	Interagency meetings	☐1	☐2	☐3	☐4
c.	Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration	☐1	☐2	☐3	☐4
d.	Blended or braided funding or other resource sharing	☐1	☐2	☐3	☐4
e.	Co-training of staff (e.g., training teachers and security staff together)	☐1	☐2	☐3	☐4
f.	Co-location of staff (e.g., mental health agency employees who regularly work in a juvenile justice facility)	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

B3. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following program _planning_ activities a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Ensuring that the Title I, Part D program is included in districtwide education planning	☐1	☐2	☐3	☐4
b.	Creating/modifying a district-level strategic plan for the Title I, Part D program	☐1	☐2	☐3	☐4
c.	Setting Title I, Part D program timelines/deadlines	☐1	☐2	☐3	☐4
d.	Responding to the state's Title I, Part D program application	☐1	☐2	☐3	☐4
e.	**Reviewing** local facility/program Title I, Part D program plans	☐1	☐2	☐3	☐4
f.	**Requesting revisions to** local facility/program Title I, Part D program plans as needed	☐1	☐2	☐3	☐4
g.	Assisting local facilities/programs in their Title I, Part D program planning	☐1	☐2	☐3	☐4
h.	Other, please specify below.	☐1	☐2	☐3	☐4

B4. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following program _implementation_ activities a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Coordinating, overseeing, or other involvement in **academic instruction** in facilities/programs	☐1	☐2	☐3	☐4
b.	Providing training and technical assistance to facility/program staff	☐1	☐2	☐3	☐4
c.	Conducting **program** (including fiscal) monitoring	☐1	☐2	☐3	☐4
d.	Conducting **student progress** monitoring	☐1	☐2	☐3	☐4
e.	Conducting/coordinating required program data collection	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

USES OF FUNDS

B5. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following <u>activities related to local facilities'/programs' use of funds</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Approving uses of Title I, Part D funds in **facility/program Part D program plans**	☐1	☐2	☐3	☐4
b.	Approving uses of Title I, Part D funds **as requested** by local facilities/programs (after funding allocation)	☐1	☐2	☐3	☐4
c.	Providing guidelines or technical assistance for local facilities/programs to determine for themselves allowable and/or appropriate uses of Title I, Part D funds	☐1	☐2	☐3	☐4
d.	Creating a list(s) of or otherwise disseminating list of allowable and/or unallowable uses of Title I, Part D funds	☐1	☐2	☐3	☐4
e.	Ensuring that Title I, Part D funds are used *supplementally* in local facilities/programs	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B6. **How are Title I, Part D funds allocated to local facilities/programs through your agency?**

Please select only one answer.

☐ All funds are allocated **by formula**, based on facility/program child counts.

☐ All funds are allocated **competitively/by discretion of my agency.**

☐ Some funds are allocated **by formula AND** some funds are allocated **competitively/by discretion.**

☐ Other, please specify below.

B. Title I, Part D Program Administration, continued

B7. **During the past three fiscal/school years, has your agency experienced a decrease in Title I, Part D funding?**

Please select only one answer.

☐ Yes,   Go to Question **B8.**

☐ No,   Go to Question **B9.**

B8. **What is the cause(s) for the Title I, Part D funding decrease(s) your agency experienced during the past three fiscal/school years?**

Please select one response in each row.

		Yes	No
a.	Decrease in the count of children and youth who are neglected or delinquent in residential placement in the **state**	☐1	☐0
b.	Decrease in the count of children and youth who are neglected or delinquent in residential placement in **this school district**	☐1	☐0
c.	Carryover funds not drawn down in a timely manner and were revoked by the state education agency	☐1	☐0
d.	Change in state or local funding formulas	☐1	☐0
e.	Other, please specify below.	☐1	☐0

B9. **Thinking about your agency's last fiscal/school year (2015–16), were any Title I, Part D, Subpart 2 funds carried over into the current fiscal/school year (2016–17)?**

Please select only one answer.

☐ Yes,   Go to Question **B10.**

☐ No,   Go to Question **B12** on page **11.**

B10. **What percentage of the last fiscal/school year (2015–16) Title I, Part D, Subpart 2 funds were carried over into the current fiscal/school year (2016–17)?**

Please enter a valid percentage (0-100).

Percentage of funds carried over from last fiscal/school year 2015–16

B11. **Thinking about your agency's last fiscal/school year (2015–16), what were the main reasons that Title I, Part D funds were carried over into the current fiscal/school year (2016–17)?**

Please select all that apply.

☐ Facility/program closure(s) and/or merger(s)

☐ Decrease in number of eligible students

☐ Delay/failure to replace staff supported by Part D funds

☐ Facilities/programs receiving funds were unsure of the accounting and/or reporting requirements for uses of funds

☐ Facilities/programs receiving funds requested to use funds in ways that did not meet program goals or requirements

☐ Other, please specify below.

B. Title I, Part D Program Administration, continued

INSTRUCTIONAL STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

B12. **Does <u>your agency</u> provide annual professional development to instructional staff in the facilities/programs receiving Title I, Part D funds through your agency?**

Please select only one answer.

☐ Yes,   Go to Question **B13.**

☐ No,   Go to Question **B14.**

B13. **Which of the following areas of professional development has your agency provided <u>in the past three years</u> to instructional staff in the facilities/programs receiving Title I, Part D funds?**

Please select one answer in each row.

	Professional Development	Yes	No
a.	Reading/language arts/English	☐1	☐0
b.	Mathematics	☐1	☐0
c.	Other academic subjects (e.g., science, social studies, foreign language)	☐1	☐0
d.	Instructional strategies for English language learners	☐1	☐0
e.	Instructional strategies for students with individualized education programs (IEPs)	☐1	☐0
f.	Student behavioral management or positive behavior strategies	☐1	☐0
g.	Analyzing and interpreting student data	☐1	☐0
h.	Using educational technology	☐1	☐0
i.	Program management and planning	☐1	☐0
j.	Program budgeting	☐1	☐0
k.	Other, please specify below.	☐1	☐0

B14. **Does your agency have a staff recruitment or staff assignment policy specifically for staff who work with children and youth who are neglected or delinquent?**

Please select one answer in each row.

		Yes	No
a.	Staff **recruitment** policy	☐1	☐0
b.	Staff **assignment** policy	☐1	☐0

B. Title I, Part D Program Administration, continued

B15. **Does your agency offer any of the following incentives to hire or retain staff for the Title I, Part D program?**
Please select one answer in each row.

		Yes	No
a.	Signing bonuses	☐1	☐0
b.	Relocation assistance or housing	☐1	☐0
c.	Finder's fee to existing staff for new teacher referrals	☐1	☐0
d.	Student loan forgiveness	☐1	☐0
e.	Continuing or graduate education reimbursement	☐1	☐0
f.	Other, please specify below.	☐1	☐0
g.	Analyzing and interpreting student data	☐1	☐0

B16. <u>**During the past three fiscal years,**</u> **how much of a challenge has it been to retain staff in each of the following personnel categories?**

Please select one answer in each row.

		Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a.	Instructional staff	☐1	☐2	☐3	☐4
b.	Support services staff	☐1	☐2	☐3	☐4
c.	Administrators and/or managers	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

EDUCATION ASSESSMENTS, STRATEGIES, AND SERVICES

B17. **To what extent is your state focused on each of the following with regard to the education of children and youth served under the Title I, Part D programs?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Improving education quality	☐1	☐2	☐3	☐4
b.	Using evidence-based educational practices	☐1	☐2	☐3	☐4
c.	Increasing high school graduation rates	☐1	☐2	☐3	☐4
d.	Increasing rates of high school equivalency certificates earned (e.g., GED, TASC, HiSET)	☐1	☐2	☐3	☐4
e.	Increasing access to **post-secondary education**	☐1	☐2	☐3	☐4
f.	Increasing access to **career and technical education**	☐1	☐2	☐3	☐4
g.	Increasing access to **arts education**	☐1	☐2	☐3	☐4
h.	Increasing access to **social and emotional learning education**	☐1	☐2	☐3	☐4
i.	Improving independent living and other "life" skills	☐1	☐2	☐3	☐4
j.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

B18. **Do <u>state or local policies</u> (e.g., legislation) regulate any of the following within the local facilities/programs receiving Title I, Part D funds through your agency?**

Please select one answer for state policies and one answer for local policies in each row.

		State Policies Regulate		Local Policies Regulate	
		Yes	No	Yes	No
a.	The **timing** of academic assessments (e.g., pre- and post-tests)	☐1	☐0	☐1	☐0
b.	The **test(s) used** for academic assessment	☐1	☐0	☐1	☐0
c.	Whether or not academic assessment results are shared with a child's/youth's subsequent placement	☐1	☐0	☐1	☐0
d.	The academic **curricula** used	☐1	☐0	☐1	☐0
e.	The **instructional practices** used	☐1	☐0	☐1	☐0
f.	The **supplemental** use of Title I, Part D funds	☐1	☐0	☐1	☐0
g.	The length of the **instructional day**	☐1	☐0	☐1	☐0
h.	The length of the **school year**	☐1	☐0	☐1	☐0
i.	Participation/engagement by parents or other family members/caregivers in a child's/youth's education	☐1	☐0	☐1	☐0
j.	Other, please specify below.	☐1	☐0	☐1	☐0

B. Title I, Part D Program Administration, continued

B19. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following <u>activities related to educational and related programming</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Translating **statewide** education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness) for the local facilities/programs	☐1	☐2	☐3	☐4
b.	Setting or translating **districtwide** education goals/priorities for Title I, Part D programs (e.g., increased high school graduation rates, college and career readiness) for the local facilities/programs	☐1	☐2	☐3	☐4
c.	Providing training/technical assistance on best/ evidence-based practices for academic **screening and assessment** to the facilities/programs receiving Title I, Part D funds	☐1	☐2	☐3	☐4
d.	Providing training/technical assistance on best/ evidence-based practices for academic **instruction** to facilities/programs receiving Title I, Part D funds	☐1	☐2	☐3	☐4
e.	Observing classroom instruction in facilities/ programs receiving Title I, Part D funds	☐1	☐2	☐3	☐4
f.	Identifying and/or helping the facilities/programs identify areas of academic need within student populations served by the Title I, Part D program	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

SPECIAL EDUCATION

B20. **Thinking about your role as the Title I, Part D Coordinator at your agency, how often do you coordinate with the Special Education office within your local educational agency for each of the following purposes?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Coordinating program **planning**	☐1	☐2	☐3	☐4
b.	Coordinating or consolidating program **funding**	☐1	☐2	☐3	☐4
c.	Coordinating program **monitoring**	☐1	☐2	☐3	☐4
d.	Using each program's **data** for program improvement or other future program planning or efforts	☐1	☐2	☐3	☐4
e.	Other, please specify below.	☐1	☐2	☐3	☐4

B21. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following activities related to serving students with special needs in local facilities/programs a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Ensuring that local facilities/programs understand the federal requirement of providing a free, appropriate, public education to all children and youth with disabilities served by Title I, Part D programs	☐1	☐2	☐3	☐4
b.	Providing training/technical assistance on best/ evidence-based practices for the education of students with disabilities (e.g., appropriate accommodations, valid and reliable alternative assessments, education in the least restrictive environment)	☐1	☐2	☐3	☐4
c.	Ensuring that local facilities/programs work with the school districts and schools to which children and youth with disabilities return following involvement in Title I, Part D programs	☐1	☐2	☐3	☐4
d.	Ensuring that teachers and other instructional staff have the necessary qualifications/credentials to teach children and youth with disabilities	☐1	☐2	☐3	☐4
e.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Title I, Part D Program Administration, continued

TRANSITION PLANNING AND SUPPORT

B22. **Do state or local policies (e.g., legislation) regulate any of the following within the facilities/programs receiving Title I, Part D funds through your agency?**

Please select one answer for state policies and one answer for local policies in each row.

		State Policies Regulate		Local Policies Regulate	
		Yes	**No**	**Yes**	**No**
a.	Whether <u>all</u> students (i.e., not just students eligible for special education) are required to have transition plans	☐1	☐0	☐1	☐0
b.	The timing of exchange of student records between placements	☐1	☐0	☐1	☐0
c.	Whether facilities/programs must employ a dedicated transition coordinator or staff person with dedicated responsibility for transition planning and support	☐1	☐0	☐1	☐0
d.	Whether child welfare or juvenile justice agencies/facilities may have contact with children and youth following exit	☐1	☐0	☐1	☐0
e.	**How** Title I, Part D funds are to be used for transition planning, services, and/or support	☐1	☐0	☐1	☐0
f.	Other, please specify below.	☐1	☐0	☐1	☐0

B. Title I, Part D Program Administration, continued

B23. **Thinking about your role as the Title I, Part D Coordinator at your agency, to what extent are the following <u>activities related to transition planning and support</u> a focus of your work?**

Please select one answer in each row.

		Not a Focus	Minor Focus	Moderate Focus	Major Focus
a.	Creating a districtwide transition plan for facilities/programs	☐1	☐2	☐3	☐4
b.	Providing and/or encouraging professional development for facility staff on transition planning and support	☐1	☐2	☐3	☐4
c.	Creating indicators to assess transition planning and support and including the indicators in program monitoring	☐1	☐2	☐3	☐4
d.	Providing data and/or assisting facilities/programs in using data to identify innovative transition practices	☐1	☐2	☐3	☐4
e.	Facilitating and/or encouraging communication/ coordination between Title I, Part D-funded facilities/programs in this or other school districts	☐1	☐2	☐3	☐4
f.	Assisting Title I, Part D-funded facilities/programs in overcoming barriers/challenges to student record/information sharing	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

C. Outcome Assessment and Utilization

C1. **Does the state require your local educational agency to assess educational outcomes for students served by Title I, Part D funds?**

Please select only one answer.

☐ Yes

☐ No

C2. **Even if your state does not require the use of educational outcomes measures, do you use them in facilities/programs for students served by Title I, Part D funds?**

Please select only one answer.

☐ Yes,   Go to Question **C3.**

☐ No,   Go to Question **C5** on page **20.**

C3. **How are educational outcomes measured in the local facilities/programs receiving Title I, Part D funds through your agency?**

Please select one answer in each row.

		Yes	No
a.	Standardized, summative assessments (e.g., state end-of-year assessment)	☐1	☐0
b.	Standardized, formative assessments (e.g., formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning to improve student attainment)	☐1	☐0
c.	Informal assessments (e.g., teacher observation, student work)	☐1	☐0
d.	Course grades	☐1	☐0
e.	Course credits	☐1	☐0
f.	Other, please specify below.	☐1	☐0

C4. **Are outcomes measured for any of the following specific subpopulations of students within the local facilities/programs receiving Title I, Part D funds through your agency?**

Please select one answer in each row.

		Yes	No
a.	Students with disabilities	☐1	☐0
b.	English language learners	☐1	☐0
c.	Black students	☐1	☐0
d.	Hispanic/Latino students	☐1	☐0
e.	American Indian and/or Alaska Native students	☐1	☐0
f.	By gender	☐1	☐0
g.	Other, please specify below.	☐1	☐0

C. Outcome Assessment and Utilization, continued

C5. **Are the facilities/programs receiving Title I, Part D funds through your agency able to track student outcomes for children and youth served by Title I, Part D post-exit?**
Please select only one answer.
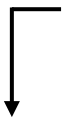
☐ Yes,   Go to Question **C6.**

☐ No,   Go to Question **C7.**

C6. **Which of the following post-exit, education-related student outcomes does your agency track for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	High school course credits awarded	☐1	☐0
b.	High school graduation rates and/or diplomas awarded	☐1	☐0
c.	High school equivalency certificates earned (e.g., GED, TASC, HiSET)	☐1	☐0
d.	High school dropout rates	☐1	☐0
e.	Post-secondary education acceptance/enrollment	☐1	☐0
f.	Post-secondary education dropout/incompletion rates	☐1	☐0
g.	Career and technical certificates awarded	☐1	☐0
h.	Technical/training school acceptance/enrollment and/or apprenticeships	☐1	☐0
i.	Employment or other labor market outcomes	☐1	☐0
j.	Other, please specify below.	☐1	☐0

C7. **Has your agency developed a formal program monitoring and/or program improvement process (e.g., continuous quality improvement) toward achieving state- and/or districtwide outcomes for students served by Title I, Part D?**

Please select only one answer.

☐ Yes,   Go to Question **C8.**

☐ No,   Go to Question **C9** on page **21.**

C8. **Does your state education agency require your agency to have a formal program monitoring and/or program improvement process for the local facilities/programs receiving Title I, Part D?**

Please select only one answer.

☐ Yes

☐ No

C. Outcome Assessment and Utilization, continued

C9. **To what extent do you think your agency is meeting its goal of improving educational outcomes for children and youth in the juvenile justice and/or child welfare systems?**

Please select only one answer.

☐ Not at all

☐ To a slight extent

☐ To some extent

☐ To a great extent

C10. **How often does your agency use process data (e.g., data that track delivery of services to students, such as adherence to curriculum or children and youth participation in education activities, etc.) collected by your agency and/or by local facilities/programs for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing fidelity to facility/program Part D program plans	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or district Part D goals/outcomes are not met	☐1	☐2	☐3	☐4

C11. **How often does your agency use outcome data (e.g., data that track gains in reading and mathematics, high school course credits awarded, community school reenrollment) collected by your agency and/or by local facilities/programs for each of the following?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Reviewing progress toward achieving state and/or district Part D goals/outcomes	☐1	☐2	☐3	☐4
b.	Identifying areas for service delivery improvement when state and/or district Part D goals/outcomes are not met	☐1	☐2	☐3	☐4

C12. **Are there any final comments or thoughts that you would like to share about your experiences with Title I, Part D funds?**

THANK YOU FOR COMPLETING THIS SURVEY!

Please note: **Unless otherwise stated, questions refer to the 2016–17 fiscal/school year.**

A. Local Facility/Program Characteristics

A1. **What is your current job title at your facility/program and agency/organizational affiliation?**

Enter Job Title and Affiliation

A2. **In what setting is your current position located?**

Please select only one answer.

☐ Juvenile corrections

☐ Juvenile detention

☐ Child welfare/neglect program

☐ At-risk program

☐ Other, please specify below.

A3. **Which of the following best describes the type of program in which you work?**

Please select only one answer.

☐ Education program in an institution that houses neglected and/or delinquent youth

☐ Community day program (a regular program of instruction that educates, but does not house, youth)

A4. **In a typical week, what percentage of your work hours are spent working on tasks related to Title I, Part D?**

☐ Less than 20%

☐ 20 – 39%

☐ 40 – 59%

☐ 60 – 79%

☐ 80% or more

A5. **How many years have you worked as a Title I, Part D Coordinator?**

Please select only one answer.

☐ Less than 1 year

☐ 1 year – less than 3 years

☐ 3 years – less than 6 years

☐ 6 years – less than 10 years

☐ 10 years or more

A. Local Facility/Program Characteristics, continued

A6. **On or around October 1, 2016, how many children and youth were SERVED with Title I, Part D, Subpart 2 funds in your facility/program?**

"Served" refers to students who meet the following criteria: (1) living in local institutions for children and youth who are delinquent or in adult correctional institutions; (2) eligible for services under Title I, Part A and Part C OR identified as "at-risk" (e.g., migrant youth, immigrant youth, gang members, and pregnant or parenting youth); (3) 21 years of age or younger.

Please enter the count in the box below.

	Number of children and youth served with Title I, Part D Subpart 2 funds

A7. **Of the children and youth placed in your program on or around October 1, 2016, how many were:**
Please provide a number in each row. If "0," select the box "None."
Please assign each child/youth to one race/ethnicity category so they are not double-counted.
On question A6, you indicated that you serve [amount from A6] children and youth in your facility/program with Part D funds. Please make sure that the totals in this table match that number.

		Number of Children and Youth	
Race/Ethnicity			
a.	Hispanic or Latino, regardless of race		☐ None
b.	American Indian or Alaska Native, not Hispanic or Latino		☐ None
c.	Asian, not Hispanic or Latino		☐ None
d.	Black or African American, not Hispanic or Latino		☐ None
e.	Native Hawaiian or Other Pacific Islander, not Hispanic or Latino		☐ None
f.	White, not Hispanic or Latino		☐ None
g.	Two or more races, not Hispanic or Latino		☐ None
h.	Total		

A8. **Of the children and youth placed in your facility/program on or around October 1, 2016, how many were:**

Please provide a number in each row. If "0," select the box "None."
On question A6, you indicated that you serve [amount from A6] children and youth in your facility/program with Part D funds. Please make sure that the totals in this table match that number.

		Number of Children and Youth	
a.	Male?		☐ None
b.	Female?		☐ None
c.	Total		

Please note: **Unless otherwise stated, questions refer to the 2016–17 fiscal/school year.**

A. Local Facility/Program Characteristics, continued

A9. **Of the children and youth placed in your facility/program on or around <u>October 1, 2016</u>, how many were in the following age groups:**
Please provide a number in each row. If "0," select the box "None."

*On question A6, you indicated that you serve [**amount from A6**] children and youth in your facility/program with Part D funds. Please make sure that the totals in this table match that number.*

	Number of Children and Youth	
a. 0–5 years old?		☐ None
b. 6–12 years old?		☐ None
c. 13–17 years old?		☐ None
d. 18–21 years old?		☐ None
e. 22 years old or older?		☐ None

A10. **On or around <u>October 1, 2016</u>, what was the overall ratio of children and youth to <u>instructional staff</u> (e.g., teachers, teaching assistants) in your facility/program?**

Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50.
Please provide a number in each column.

Children and Youth to Instructional Staff Ratio	
Number of Children and Youth	Number of Instructional Staff
:	

A11. **On or around <u>October 1, 2016</u>, what was the overall ratio of children and youth to <u>support services staff</u> (e.g., counselors, psychologists, physical therapists, transitional specialists) in your facility/program?**

Please report the number of staff in terms of full-time equivalents (FTEs); a full-time staff member would count as 1, while a staff member who works 20 hours a week would count as 0.50.

Please provide a number in each column.

Children and Youth to Support Staff Ratio	
Number of Children and Youth	Number of Support Staff
:	

A. Local Facility/Program Characteristics, continued

A12. **For the 2016-17 school/fiscal year, approximately what percentage of your facility's/program's education funding came from the Title I, Part D program?**

To calculate your response to this question, please divide your facility's/program's total Title I, Part D allocation by your state agency's total education funding, from all other sources and across all purposes and student populations. Then, multiple that number by 100 for your percentage. For example, if you receive $25,000 in Title I Part D funding and your total facility's/program's total education funds are $1,000,000, then your response to this question would be 2.5% (i.e., $25,000/$1,000,000 x 100=2.5%).

Please enter the percentage in the box below.

Percentage of facility's/program's education funds received from Title I, Part D Neglected or Delinquent Programs

A13. **On or around October 1, 2016, approximately how many children and youth served by Title I, Part D in your facility/program were identified as English language learners?**

Please enter the count in the box below.

Number of children and youth who are English language learners

A14. **On or around October 1, 2016, approximately how many children and youth served by Title I, Part D in your facility/program were eligible for services under the Individuals with Disabilities Education Act (IDEA), Part B?**

Please enter the count in the box below.

Number of children and youth eligible for services under IDEA, Part B

A15. **Does your facility/program have a library available for use by the children and youth served by Title I, Part D?**

Please select only one answer.

☐ Yes
☐ No

A16. **Does your facility/program have a computer lab available for use by the children and youth served by Title I, Part D?**

Please select only one answer.

☐ Yes
☐ No

A. Local Facility/Program Characteristics, continued

A17. **For each type of educational technology hardware and networks listed, please indicate if they are used at your facility/program with children and youth served by Title I, Part D.**

Please select one answer in each row.

		Yes	No
a.	Local area network(s) (LAN) (network limited to office, building, or facility)	☐1	☐0
b.	Statewide or wide area network(s) (WAN) (network connected across a geographical area, such as one that connects to other facilities or offices)	☐1	☐0
c.	Smartboards (standalone or networked)	☐1	☐0
d.	Desktop computers (standalone or networked)	☐1	☐0
e.	Laptop computers	☐1	☐0
f.	E-readers, tablets, or other mobile devices	☐1	☐0
g.	Other, please specify below.	☐1	☐0

A. Local Facility/Program Characteristics, continued

A18. **Please indicate if the children and youth served by Title I, Part D use computers in your facility/program in any of the following ways.**

Please select one answer in each row.

		Yes	No
a.	Curriculum delivery	☐1	☐0
b.	Credit recovery programs	☐1	☐0
c.	Online college courses	☐1	☐0
d.	Supplemental instruction or intervention (e.g., IXL, Voyager, Accelerated Reading/Mathematics)	☐1	☐0
e.	State-mandated end-of-year assessments	☐1	☐0
f.	Summative assessments (evaluate student learning outcomes at the conclusion of an instructional period, such as a unit or semester)	☐1	☐0
g.	Benchmark or interim assessments (short tests administered throughout the school year; a tool to measure student growth)	☐1	☐0
h.	Performance-based assessment	☐1	☐0
i.	Tracking progress toward transition plan outcomes	☐1	☐0
j.	Word processing	☐1	☐0
k.	Career development (e.g., job searching, aptitude testing)	☐1	☐0
l.	Recreation (e.g., social media, e-mail, instant messaging, games)	☐1	☐0
m.	Life skills (e.g., critical thinking, problem solving)	☐1	☐0
n.	Other, please specify below.	☐1	☐0

B. Shared Decision Making and Collaborative Planning

B1. **During your facility's/program's most recent program planning for Title I, Part D, how involved were the following stakeholders?**

Please select one answer in each row.

		Not At All Involved	Somewhat Involved	Very Involved
a.	Instructional staff	☐1	☐2	☐3
b.	Support/related services staff (e.g., counseling and mental health)	☐1	☐2	☐3
c.	Facility/program administrators	☐1	☐2	☐3
d.	Facility/program data coordinators	☐1	☐2	☐3
e.	External stakeholders (e.g., outside public safety partners, community-based service providers, local business representatives)	☐1	☐2	☐3
f.	Parents, family members, and/or other caregivers	☐1	☐2	☐3
g.	Children and youth/young adults	☐1	☐2	☐3
h.	Other, please specify below.	☐1	☐2	☐3

B2. **How often does your facility/program use the following <u>program/department coordination or interagency collaboration practices</u> in support of education and related services for children and youth served by Title I, Part D?**

Please select one answer in each row.

		Never	Rarely	Sometimes	Often
a.	Interagency/interdepartmental or cross-staff meetings	☐1	☐2	☐3	☐4
b.	Memorandum of understanding/agreement or other formal document ensuring coordination/collaboration	☐1	☐2	☐3	☐4
c.	Blended or braided funding or other resource sharing	☐1	☐2	☐3	☐4
d.	Co-training of staff (e.g., training teachers and security staff together)	☐1	☐2	☐3	☐4
e.	Cross-departmental staffing/co-staffing (e.g., treatment or line staff assisting in the classroom)	☐1	☐2	☐3	☐4
f.	Other, please specify below.	☐1	☐2	☐3	☐4

B. Shared Decision Making and Collaborative Planning, continued

B3. **What is your facility's/program's level of collaboration with each of the following partners with regard to the Title I, Part D program?**

Please select one answer in each row.

		Not At All Collaborative	Not Very Collaborative	Somewhat Collaborative	Very Collaborative	Not Applicable
a.	Department of Child and Family/Health and Human Services	☐1	☐2	☐3	☐4	☐NA
b.	Department of Mental/Behavioral Health Services	☐1	☐2	☐3	☐4	☐NA
c.	Security/line staff	☐1	☐2	☐3	☐4	☐NA
d.	School district/education	☐1	☐2	☐3	☐4	☐NA
e.	Other, please specify below.	☐1	☐2	☐3	☐4	☐NA

C. Education Assessments, Strategies, and Services

EDUCATION SERVICES AND STRATEGIES

C1. **Does your facility/program use child and youth risk/need screening and assessments for the children and youth served by Title I, Part D for any of the following?**

Please select one answer in each row.

		Yes	No
a.	Identifying whether a student is performing at grade level	☐1	☐0
b.	Identifying academic content areas or skill gaps the student needs to address	☐1	☐0
c.	Identifying mental health issues	☐1	☐0
d.	Identifying behavioral concerns	☐1	☐0
e.	Assessing English language proficiency	☐1	☐0
f.	Identifying or evaluating the need for special education	☐1	☐0
g.	Identifying alcohol or other substance problems	☐1	☐0
h.	Other, please specify below:	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

C2. **Typically, at what point after children and youth are placed in your facility/program are risk/needs screenings and assessments conducted?**

Please select only one answer.

☐ Within 24 hours

☐ After 24 hours but within 48 hours

☐ After 48 hours but within the first week

☐ After the first week but within the first month

☐ Other, please specify below.

☐ _____

C3. **Does your facility/program conduct risk/needs screenings or assessments for the youth served by Title I, Part D?**

Please select only one answer.

☐ Yes, Go to Question **C4**

☐ No, Go to Question **C7,** on page **13**

C4. **Which of the following types of risk/needs screening or assessments are conducted in your facility/program for the youth served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	Back on Track (BOT	☐1	☐0
b.	Beck Youth Inventories of Emotional & Social Impairment (BYI)	☐1	☐0
c.	Behavioral Assessment System for Children, 2nd Edition (BASC-2)	☐1	☐0
d.	Car, Relax, Alone, Forget, Friends, Trouble (CRAFFT) Screening	☐1	☐0
e.	Child and Adolescent Functional Assessment Scale (CAFAS)	☐1	☐0
f.	Massachusetts Youth Screening Instrument — Version 2 (MAYSI-2)	☐1	☐0
g.	Positive Achievement Change Tool (PACT)	☐1	☐0
h.	Substance Abuse Subtle Screening Inventory — Adolescent 2 (SASSI-A2)	☐1	☐0
i.	Youth Level of Service/Case Management Inventory System (YLS/CMI)	☐1	☐0
j.	Other, please specify below.	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

C5. **Are there state or local (e.g., school district) guidelines and / or regulations about which pre- or post-tests your facility/program can use for <u>reading and English language arts</u>?**

Please select one answer in each row.

		Yes	No
a.	State guidelines	$\square_1$	$\square_0$
b.	State regulations	$\square_1$	$\square_0$
c.	Local guidelines	$\square_1$	$\square_0$
d.	Local regulations	$\square_1$	$\square_0$

C6. **Are there state or local (e.g., school district) guidelines and / or regulations about which pre- or post-tests your facility/program can use for <u>mathematics</u>?**

Please select one answer in each row.

		Yes	No
a.	State guidelines	$\square_1$	$\square_0$
b.	State regulations	$\square_1$	$\square_0$
c.	Local guidelines	$\square_1$	$\square_0$
d.	Local regulations	$\square_1$	$\square_0$

C. Education Assessments, Strategies, and Services, continued

C7. **Does your facility/program use academic assessments for the youth served by Title I, Part D?**

Please select only one answer.

☐ Yes, Go to Question **C8**

☐ No, Go to Question **C11** on page **14**

C8. **Which academic assessments are used by this facility/program for the youth served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	The state's academic assessment	☐1	☐0
b.	Basic English Skills Test (BEST)	☐1	☐0
c.	Test of Adult Basic Education (TABE)	☐1	☐0
d.	Basic Achievement Skills Inventory (BASI)	☐1	☐0
e.	Diagnostic Assessment of Reading (DAR)	☐1	☐0
f.	Renaissance Learning STAR assessments	☐1	☐0
g.	Wide Range Achievement Test (WRAT)	☐1	☐0
h.	Other, please specify below.	☐1	☐0

C9. **Typically, at what point are <u>academic pretests</u> administered to children and youth served by Title I, Part D in your facility/program?**

Please select only one answer.

☐ Within 24 hours of facility entry/program enrollment

☐ After 24 but within 48 hours of facility entry/program enrollment

☐ After 48 hours but within the first week of facility entry/program enrollment

☐ More than one week after facility entry//program enrollment

C10. **Typically, at what point are <u>academic post-tests</u> *first* administered to children and youth served by Title I, Part D in your facility/program?**
Please select only one answer.

☐ Less than 30 days after facility entry/program enrollment

☐ 30 days after facility entry/program enrollment

☐ Between 31 and 60 days after facility entry/program enrollment

☐ Between 61 and 90 days after facility entry/program enrollment

☐ More than 90 days after facility entry/program enrollment

C. Education Assessments, Strategies, and Services, continued

GENERAL EDUCATION SERVICES AND STRUCTURE

C11. **Who is <u>primarily</u> responsible for providing education and related services to the children and youth served by Title I, Part D in your facility/program?**

Please select only one answer.

☐ A school district **within the same** geographical/catchment area as this facility/program

☐ A school district **outside** the geographical/catchment area of this facility/program

☐ The state Department of Education

☐ A private education provider

☐ A juvenile justice agency

☐ A child welfare agency

☐ Other, please specify below.

> [ ]

C12. **What is the average length of the instructional <u>day</u> in your facility/program?**

Please enter the count in the box below.

> [ ] *Average number of **hours** in the instructional day*

C13. **What is the average length of the instructional <u>year</u> in your facility/program?**

Please enter the count in the box below.

> [ ] *Average number of **days** in the instructional year*

C. Education Assessments, Strategies, and Services, continued

C14. **Are any of the following teaching strategies used for <u>reading/English language arts or mathematics</u> with students served by Title I, Part D in your facility/program?**

Please indicate 'Yes' or 'No' for both reading/English language arts AND mathematics in each row.

		Reading / English language arts		Mathematics	
		Yes	No	Yes	No
a.	Direct/scripted instruction (a teacher-directed method that uses straightforward, explicit teaching techniques, such as lectures)	$\square_1$	$\square_0$	$\square_1$	$\square_0$
b.	Inquiry-based learning (a student-directed method whereby a teacher poses questions that students investigate to problem solve)	$\square_1$	$\square_0$	$\square_1$	$\square_0$
c.	Online/hybrid learning (typically a student-directed method wherein all or part of the content instruction takes place through digital or online media)	$\square_1$	$\square_0$	$\square_1$	$\square_0$
d.	Collaborative learning (e.g., small-group work)	$\square_1$	$\square_0$	$\square_1$	$\square_0$
e.	Interdisciplinary learning (e.g., teaching across content areas)	$\square_1$	$\square_0$	$\square_1$	$\square_0$
f.	Other, please specify below.	$\square_1$	$\square_0$	$\square_1$	$\square_0$

C. Education Assessments, Strategies, and Services, continued

C15. **During fiscal/school year 2016-17, to what extent were the following strategies to help improve academic outcomes for students served by Title I, Part D a focus of your facility/program?**

Please select one answer in each row.

	Not a Focus	Minor Focus	Moderate Focus	Major Focus
a. Using student achievement data (e.g., standardized academic assessment or collected behavioral data) to inform instruction and academic supports	☐1	☐2	☐3	☐4
b. Aligning curriculum and instruction with state standards and/or assessments	☐1	☐2	☐3	☐4
c. Implementing evidence-based instructional approaches and/or curricula in **reading/English language arts**	☐1	☐2	☐3	☐4
d. Implementing evidence-based instructional approaches and/or curricula in **mathematics**	☐1	☐2	☐3	☐4
e. Implementing credit recovery programs	☐1	☐2	☐3	☐4
f. Providing individualized instruction to all students	☐1	☐2	☐3	☐4
g. Providing individualized instruction to special student populations (e.g., students with disabilities and English language learners)	☐1	☐2	☐3	☐4
h. Supplementing core instruction with additional supports (e.g., tutoring, computer-based instruction)	☐1	☐2	☐3	☐4
i. Incorporating education technology in the classroom (e.g., using tablets to support instruction; delivering content through interactive whiteboards)	☐1	☐2	☐3	☐4
j. Ensuring required instructional time for all students (e.g., by limiting classroom removals for code of conduct infractions or treatment sessions)	☐1	☐2	☐3	☐4
k. Implementing classroom and behavior management strategies that foster positive climates for learning (e.g., positive behavioral interventions and supports)	☐1	☐2	☐3	☐4
l. Implementing strategies for increasing parents'/family involvement in child's/youth's education	☐1	☐2	☐3	☐4
m. Using strategies for appropriately including students in their own educational planning	☐1	☐2	☐3	☐4
n. Incorporating skills learned in the classroom across other areas of the facility (e.g., applying intrapersonal problem-solving skills within dormitories)	☐1	☐2	☐3	☐4
o. Coordinating with treatment staff to mitigate challenges to learning and reinforce academic concepts/skills	☐1	☐2	☐3	☐4

C. Education Assessments, Strategies, and Services, continued

BEHAVIOR MANAGEMENT

C16. **Thinking about managing student behavior, please indicate if any of the following strategies are in use in your facility/program with the children and youth served by Title I, Part D**

Please select one answer in each row.

	Yes	No
a. Individualized student behavior management plans	☐1	☐0
b. Classroom behavior management procedures	☐1	☐0
c. Posted behavioral expectations	☐1	☐0
d. Incentives or positive consequences for positive behavior	☐1	☐0
e. Sanctions or negative consequences for negative behavior	☐1	☐0
g. Other, please specify below.	☐1	☐0

C17. **Does your facility/program use a tiered model of <u>behavioral management</u> with the children and youth served by Title I, Part D, in which responses are tailored to the severity of the violation?**

Please select only one answer.

☐ Yes

☐ No

☐ Not sure

C. Education Assessments, Strategies, and Services, continued

SPECIAL EDUCATION

C18. Does your facility/program provide any of the following types of services to students with disabilities served by Title I, Part D?

Please select one answer in each row.

		Yes	No
a.	Self-contained special education class/classroom (students with disabilities are taught in a class made up solely of students with disabilities for the entire instructional day)	☐1	☐0
b.	Pull-out services (students with disabilities are provided instruction in a separate setting by a special education teacher for part of the instructional day)	☐1	☐0
c.	In-class services (a special education teacher provides instructional or related services to students with disabilities, individually or in small groups, in the general education setting)	☐1	☐0
d.	Team teaching (a general and special education teacher share teaching responsibilities for all or part of the instructional day)	☐1	☐0
e.	Modified curriculum delivered by a general education teacher	☐1	☐0
g.	Other, please specify below.	☐1	☐0

C19. How often does your facility's/program's individualized education program (IEP) team meet to discuss changes to student IEPs for the children and youth served by Title I, Part D?

☐ My facility/program does not have an IEP team

OR

Please select only one answer.

☐ More than once a week

☐ Once a week

☐ Every other week

☐ Once a month

☐ Once a quarter

☐ Less than once a quarter

C20. How frequently do facility/program staff communicate with parents concerning the IEPs of the children and youth served by Title I, Part D?
Please select only one answer.

☐ Once a month or more

☐ Every other month

☐ Every three months

☐ Every six months or less

☐ Staff do not communicate with parents

C. Education Assessments, Strategies, and Services, continued

ENGLISH LANGUAGE LEARNERS

C21. **Does your facility/program have any children and youth served by Title I, Part D who are English language learners?**

Please select only one answer.

☐ Yes,   Go to Question **C22**

☐ No,   Go to Question **C26** on page **21**

C22. **Which of the following models are used in this facility/program for the children and youth served by Title I, Part D who are English language learners?**

Please select one answer in each row.

		Yes	No6
a.	English as a second language (ESL) pull-out (students who are English language learners are removed from the general education setting and provided ESL instruction in a separate setting by an ESL teacher for part of the instructional day)	☐1	☐0
b.	Sheltered instruction (ESL content-area classes with English immersion mainstreaming)	☐1	☐0
c.	Newcomer program or high-intensity language training (students who are English language learners receive ESL instruction for the majority of the day, with mainstream electives)	☐1	☐0
d.	Dual immersion (two languages taught throughout the day)	☐1	☐0
e.	Other, please specify below.	☐1	☐0

C23. **Which of the following types of learning domains are emphasized with the children and youth served by Title I, Part D who are English language learners?**

Please select one answer in each row.

		Yes	No
a.	Oral comprehension	☐1	☐0
b.	Reading comprehension	☐1	☐0
c.	Writing proficiency	☐1	☐0
d.	Visual literacy (i.e., looking at a picture or video to gauge meaning)	☐1	☐0
e.	Interpersonal learning	☐1	☐0
f.	Other, please specify below.	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

C24. **How often in your facility/program do the children and youth served by Title I, Part D who are English language learners receive <u>individualized</u> instructional support?**

Please select only one answer.

☐ Multiple times per day

☐ Daily

☐ More than once a week

☐ Weekly

☐ Monthly

☐ Other, please specify below.

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C25. **For the children and youth in your facility/program served by Title I, Part D who are English language learners, how often are <u>English language proficiency skills</u> assessed throughout a student's placement?**

Please select only one answer.

☐ Only upon entry

☐ Only upon exit

☐ Only upon entry and exit

☐ Monthly

☐ Biweekly

☐ Weekly

C. Education Assessments, Strategies, and Services, continued

SOCIAL EMOTIONAL LEARNING

Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

C26. **Does your facility/program teach (formally or informally) social emotional skills or competencies to the children and youth served by Title I, Part D?**

Please select only one answer.

☐ Yes
☐ No

C27. **How often do staff members in your facility/program recognize (formally or informally) the children and youth served by Title I, Part D for positive behaviors?**

Please select only one answer.

☐ Multiple times per day
☐ Daily
☐ Weekly
☐ Monthly
☐ Less often than monthly

C28. **How often do staff members in your facility/program encourage the children and youth served by Title I, Part D to think about how their actions affect others?**

Please select only one answer.

☐ Multiple times per day
☐ Daily
☐ Weekly
☐ Monthly

C29. **Do staff members in your facility/program require the children and youth served by Title I, Part D to set educational and related goals for themselves?**

Please select only one answer.

☐ Yes
☐ No

C. Education Assessments, Strategies, and Services, continued

CAREER AND TECHNICAL EDUCATION

C30.   Does your facility/program offer career and technical education services for the children and youth served by Title I, Part D?

Please select only one answer.

☐ Yes,   Go to Question **C31**

☐ No,   Go to Question **C32**

C31.   At which level(s) of career and technical education courses do the children and youth served by Title I, Part D in your facility/program participate?

Please select only one answer.

☐ Secondary level only

☐ Postsecondary level only

☐ Both secondary and postsecondary levels

C32.   Which occupational program areas does your facility's/program's career technical education program address?

Please select one answer in each row.

		Yes	No
a.	Agriculture and natural resources	☐1	☐0
b.	Business	☐1	☐0
c.	Communications and design	☐1	☐0
d.	Computer and information sciences	☐1	☐0
e.	Construction and architecture	☐1	☐0
f.	Consumer and culinary services	☐1	☐0
g.	Engineering technologies	☐1	☐0
h.	Health sciences	☐1	☐0
i.	Manufacturing	☐1	☐0
j.	Marketing	☐1	☐0
k.	Public services	☐1	☐0
l.	Repair and transportation	☐1	☐0

C. Education Assessments, Strategies, and Services, continued

TRANSITION PLANNING AND SUPPORT

C33. **Approximately what percentage of the children and youth served by Title I, Part D in your facility/program…**

Please enter a percentage in each row. If "0," select the box "None." Your best estimate is fine.

		Percentage of Youth	
a.	Enter the facility/program with a transition plan from a prior placement?	_____ %	☐ None
b.	Have a transition plan **created** upon arrival?	_____ %	☐ None
c.	Have a transition plan **modified** while in placement?	_____ %	☐ None
d.	Are monitored for progress at regular intervals toward transition plan outcomes?	_____ %	☐ None
e.	Are assessed for progress toward transition goals/outcomes **prior to exit**?	_____ %	☐ None
f.	Are assessed for progress toward transition goals/outcomes **after exit**?	_____ %	☐ None

C34. **In your facility/program, how involved are the <u>children and youth</u> served by Title I, Part D in the following transition planning activities?**

Please select one answer in each row.

		Limited or Not At All Involved	Moderately Involved	Substantially Involved
a.	Identifying their own strengths and needs	☐1	☐2	☐3
b.	Identifying their goals and objectives	☐1	☐2	☐3
c.	Informing education plans	☐1	☐2	☐3
d.	Requesting or suggesting subsequent placements	☐1	☐2	☐3
e.	Creating their own transition plan	☐1	☐2	☐3

C. Education Assessments, Strategies, and Services, continued

C35. **In your facility/program, how involved are the <u>parents and family members</u> of children and youth served by Title I, Part D in the following transition planning activities?**

Please select one answer in each row.

		Limited or Not At All Involved	Moderately Involved	Substantially Involved
a.	Identifying children and youth strengths and needs	☐1	☐2	☐3
b.	Identifying children and youth goals and objectives	☐1	☐2	☐3
c.	Deciding education plans	☐1	☐2	☐3
d.	Deciding new placements	☐1	☐2	☐3
e.	Creating children's/youth's transition plan	☐1	☐2	☐3

C36. **In your opinion, how closely does your facility/program collaborate with the following external partners to support transition planning and services for the children and youth served by Title I, Part D?**

Please select one answer in each row.

	Partners	Not At All	Not Very Closely	Somewhat Closely	Very Closely
a.	Community-based organizations	☐1	☐2	☐3	☐4
b.	Community schools/school districts	☐1	☐2	☐3	☐4
c.	Employers	☐1	☐2	☐3	☐4
d.	Health services (including mental/behavioral)	☐1	☐2	☐3	☐4
e.	Justice/law enforcement	☐1	☐2	☐3	☐4
f.	Social service/child and family services	☐1	☐2	☐3	☐4
g.	Workforce development (e.g., job training/placement)	☐1	☐2	☐3	☐4
h.	Other, please specify below.	☐1	☐2	☐3	☐4

C. Education Assessments, Strategies, and Services, continued

C37. **Are the transition plans of children and youth served by Title I, Part D shared with the child's/youth's next placement?**

Please select only one answer.

☐ Yes,   Go to Question **C38**

☐ No,   Go to Question **C40,** on page **26**

C38. **<u>When</u> are the transition plans of children and youth served by Title I, Part D shared with the child's/youth's next placement?**

Please select only one answer.

☐ Prior to exit

☐ Day of exit

☐ The first week after exit

☐ The first month after exit

☐ The first three months after exit

☐ More than three months after exit

C39. **Approximately how many months <u>after exit</u> do the children and youth served by Title I, Part D by your facility/program receive transition follow-up (aftercare) services?**

Please select only one answer.

☐ Less than 2 months

☐ 2 months – less than 6 months

☐ 6 months – less than 8 months

☐ 8 months or more

C. Education Assessments, Strategies, and Services, continued

C40. **Thinking about the children and youth served by Title I, Part D, please indicate if your facility/program provides any of the following resources <u>after exit</u> to reduce the risk of returning to placement**

Please select one answer in each row.

		Yes	No
a.	Financial support (e.g., cash or vouchers for housing assistance, assistance through TANF or SNAP)	☐1	☐0
b.	General education support	☐1	☐0
c.	Job/employability training	☐1	☐0
d.	Mental and/or behavioral health counseling	☐1	☐0
e.	Substance abuse counseling	☐1	☐0
f.	Career and technical education support	☐1	☐0
g.	Other, please specify below.	☐1	☐0

C41. **In your opinion, how difficult is it for your facility/program to track children and youth who have left the facility/program?**

Please select only one answer.

☐ Not very difficult

☐ Somewhat difficult

☐ Very difficult

C. Education Assessments, Strategies, and Services, continued

C42. **How much of a challenge is each of the following for <u>tracking children and youth after exit</u> from this facility/program?**

Please select one answer in each row.

		Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a.	State laws or other regulations that prohibit contact with children and youth post-exit	☐1	☐2	☐3	☐4
b.	Federal, state, or local privacy policies	☐1	☐2	☐3	☐4
c.	Lack of facility/program staff, funding, or other resources to track children and youth	☐1	☐2	☐3	☐4
d.	Lack of willingness/cooperation from child's/youth's post-exit placement(s)	☐1	☐2	☐3	☐4
e.	Lack of student information systems	☐1	☐2	☐3	☐4
f.	Disconnected/soiled student information systems	☐1	☐2	☐3	☐4
g.	Other, please specify below.	☐1	☐2	☐3	☐4

D. Instructional Staff Qualifications and Professional Development

D1. **What is the average number of years of experience for <u>teachers</u> in your facility/program?**

Please select only one answer.

☐ Less than 1 year

☐ 1 year – less than 3 years

☐ 3 years – less than 6 years

☐ 6 years – less than 8 years

☐ 8 years or more

D2. **What is the lowest level of education your facility/program requires for instructional staff?**

Please select only one answer.

☐ Associate's degree

☐ Bachelor's degree

☐ Master's degree

☐ Doctoral degree

D3. **How much of a challenge is each of the following for the Title I, Part D program at your facility/program?**

Please select one answer in each row.

Issue	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Instructional staff often teach outside the content area in which they are credentialed.	☐1	☐2	☐3	☐4
b. Shortage of qualified **instructional** staff.	☐1	☐2	☐3	☐4
c. Shortage of qualified related services or support services staff.	☐1	☐2	☐3	☐4
d. Instructional staff lack qualifications to teach students with disabilities.	☐1	☐2	☐3	☐4
e. Instructional staff lack qualifications to teach students who are English language learners.	☐1	☐2	☐3	☐4
f. Instructional, related, and/or support staff lack experience and/or training working in a secure care, residential, or similar alternative education setting.	☐1	☐2	☐3	☐4
g. Other, please specify below. [ ]	☐1	☐2	☐3	☐4

D. Instructional Staff Qualifications and Professional Development, continued

D4. **Do instructional staff in your facility/program receive <u>annual professional development</u>?**

Please select only one answer.

☐ Yes,   Go to Question **D5**

☐ No,   Go to Question **D6**

D5. **On average, what is the total number of hours of <u>annual professional development</u> provided per full-time equivalent (FTE) <u>instructional staff</u>?**

Please enter the number in the box below.

Total annual professional development hours per FTE instructional staff

D6. **Do <u>support staff</u> in your facility/program receive <u>annual professional development</u>?**

Please select only one answer.

☐ Yes,   Go to Question **D7**

☐ No,   Go to Question **D8,** on page **30**

D7. **On average, what is the total number of hours of <u>annual professional development</u> provided per FTE <u>support services staff</u>?**

Please enter the number in the box below.

Total annual professional development hours per FTE support services staff

D. Instructional Staff Qualifications and Professional Development, continued

D8. **Considering all <u>instructional AND support services staff</u> in your facility/program, please indicate if any of the following areas of professional development have been provided <u>in the past three fiscal/school years (2014–15, 2015–16, 2016–17)</u>?**

Please select one answer in each row.

	Yes	No
Reading/English language arts content or curricula	☐1	☐0
Mathematics content or curricula	☐1	☐0
Other academic subjects (e.g., science, social studies, foreign language)	☐1	☐0
Instructional strategies for English language learners	☐1	☐0
Instructional strategies for students with individualized education programs (IEPs)	☐1	☐0
Student behavioral management or positive behavior strategies	☐1	☐0
Analyzing and interpreting student data	☐1	☐0
Using educational technology	☐1	☐0
Program management and planning	☐1	☐0
Program budgeting	☐1	☐0
Other, please specify below.	☐1	☐0

D9. **Does your facility/program have a staff recruitment or staff assignment policy?**

Please select one answer per row.

	Yes	No
Staff **recruitment** policy	☐1	☐0
Staff **assignment** policy	☐1	☐0

D. Instructional Staff Qualifications and Professional Development, continued

D10. **Does your facility/program offer any of the following incentives to hire or retain staff?**

Please select one answer in each row.

	Yes	No
Signing bonuses	$\square_1$	$\square_0$
Relocation assistance or housing	$\square_1$	$\square_0$
Finder's fee to existing staff for new teacher referrals	$\square_1$	$\square_0$
Student loan forgiveness	$\square_1$	$\square_0$
Continuing or graduate education reimbursement	$\square_1$	$\square_0$
Other, please specify below.	$\square_1$	$\square_0$

D11. **In your opinion, in the past three fiscal/school years (2014–15, 2015–16, 2016–17), how much of a challenge has it been to retain staff in each of the following personnel categories?**

Please select one answer in each row.

	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge
a. Instructional staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$
b. Support/related staff	$\square_1$	$\square_2$	$\square_3$	$\square_4$
c. Administrators and/or managers	$\square_1$	$\square_2$	$\square_3$	$\square_4$

D12. **How many instructional staff members elected not to return to your facility/program after the 2015–16 fiscal/school year?**

Please enter a headcount, not FTEs, in the box below.

Total count of non-returning instructional staff

D13. **How many support services staff members elected not to return to your facility/program after the 2015–16 fiscal/school year?**

Please enter a headcount, not FTEs, in the box below.

Total count of non-returning support/related staff

D14. **How many administrators or managers elected not to return to your facility/program after the 2015–16 fiscal/school year?**

Please enter a headcount, not FTEs, in the box below.

Total count of non-returning administrators or manager

E. Outcome Assessment and Utilization

E1. **Is your facility/program required by the state to assess educational <u>outcomes</u> for the students served by Title I, Part D while they are enrolled?**

☐ Yes

☐ No

E2. **Even if your state does not require the use of educational program outcomes measures, do you use them facilities/program for students served by Title I, Part D funds?**

Please select only one answer.

☐ Yes

☐ No, Go to Question **E5**, on page **33**

E3. **How are educational outcomes for student served by Title I, Part D funds measured in your facility/program?**

Please select one answer in each row.

	Yes	No
Standardized, **summative** assessments (e.g., state end-of-year assessment)	☐1	☐0
Standardized, **formative** assessments (e.g., formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning to improve student attainment)	☐1	☐0
Informal assessments (e.g., teacher observation, student work)	☐1	☐0
Course grades	☐1	☐0
Course credits	☐1	☐0
Other, please specify below.	☐1	☐0

E4. **Are outcomes measured for any of the following specific subpopulations of students served by Title I, Part D in your facility/program?**

Please select one answer in each row.

		Yes	No
a.	Students with disabilities	☐1	☐0
b.	English language learners	☐1	☐0
c.	Black students	☐1	☐0
d.	Hispanic/Latino students	☐1	☐0
e.	American Indian and/or Alaskan Native students	☐1	☐0
f.	By gender	☐1	☐0
g.	Other, please specify below.	☐1	☐0

E. Outcome Assessment and Utilization, continued

E5. **Is your facility/program able to track student outcomes for children and youth served by Title I, Part D post-exit?**

Please select only one answer.

☐ Yes, for all students   Go to Question **E6**

☐ Yes, for some students Go to Question E6

☐ No,   Go to Question **E7,** on page 34

E6. **Which of the following post-exit, education-related student outcomes does your facility/program track for students served by Title I, Part D?**

Please select one answer in each row.

		Yes	No
a.	High school course credits awarded	☐1	☐0
b.	High school graduation rates and/or diplomas awarded	☐1	☐0
c.	High school equivalency certificates earned (e.g., GED, TASC, or HiSET)	☐1	☐0
d.	High school dropout rates	☐1	☐0
e.	Postsecondary education acceptance/enrollment	☐1	☐0
f.	Postsecondary education dropout/incompletion rates	☐1	☐0
g.	Career and technical certificates awarded	☐1	☐0
h.	Technical/training school acceptance/enrollment and/or apprenticeships	☐1	☐0
i.	Employment or other labor market outcomes	☐1	☐0
j.	Other, please specify below.	☐1	☐0

E. Outcome Assessment and Utilization, continued

E7. **Has your facility/program developed a formal program monitoring and/or program improvement process (e.g., continuous quality improvement, or CQI*) toward achieving state, district, or facility educational and related outcomes for students served by Title I, Part D?**

*Continuous quality improvement is a process to ensure that programs are systematically and intentionally using data to make evidence-informed decisions about improving services that ultimately impact outcomes for the youth they serve.

Please select only one answer.

☐ Yes,   Go to Question **E8**

☐ No,   Go to Question **E9**

E8. **Does the local educational agency (school district) that allocates Title I, Part D funds require your program/facility to implement a formal program monitoring and/or program improvement process for the Title I, Part D program?**

Please select only one answer.

☐ Yes

☐ No

E9. **How often does your facility/program use process data (e.g., data that track delivery of services to students, such as adherence to curriculum or children and youth participation in education activities, etc.) collected for each of the following?**

Please select one answer in each row.

	Never	Rarely	Sometimes	Often
a. Reviewing fidelity to facility/program Part D program plans.	☐1	☐2	☐3	☐4
b. Identifying areas for service delivery improvement when facility/program Part D goals/outcomes are not met.	☐1	☐2	☐3	☐4

E10. **How often does your facility/program use outcome data (e.g., data that track gains in reading and mathematics, high school course credits awarded, or community school reenrollment) for each of the following?**

Please select only one answer in each row.

	Never	Rarely	Sometimes	Often
a. Reviewing progress toward achieving facility/program Part D goals/outcomes	☐1	☐2	☐3	☐4
b. Identifying areas for service delivery improvement when facility/program Part D goals/outcomes are not met	☐1	☐2	☐3	☐4

E. Outcome Assessment and Utilization, continued

E11. **In your opinion, how important are improved education-related outcomes for the children and youth served by Title I, Part D for <u>your facility/program</u>?**

Please select only one answer.

☐ Very important

☐ Important

☐ Somewhat important

☐ Not Important

E12. **In your opinion, how important are improved education-related outcomes for children and youth served by Title I, Part D for the <u>local educational agency (school district)</u> that allocates funds?**

Please select only one answer.

☐ Very important

☐ Important

☐ Somewhat important

☐ Not Important

F. Use of ESSA Title I, Part D Funds

F1. **Please indicate how often the following are used to make decisions about the use of Title I, Part D funds at your facility/program.**

Please select one answer in each row.

		Most of the Time	Some of the Time	Rarely or Never
a.	The budget aligns with identified activities under the state's Title I, Part D plan.	☐1	☐2	☐3
b.	The funded initiatives meet the state's Title I, Part D goals as outlined in the state agency application.	☐1	☐2	☐3
c.	The funded initiatives prioritize focus on certain types of offenders.	☐1	☐2	☐3
d.	The funded initiatives emphasize providing evidence of recidivism reduction.	☐1	☐2	☐3

F2. **Please use the table below to provide additional detail on the use of Title I, Part D funds in your facility/program in the 2015–16 fiscal/school year.**

Please enter the dollar amount in each row to the nearest $500 (e.g., $100,500).

If there are no dollars to report, please enter $0.

TOTAL DOLLARS SPENT AT YOUR PROGRAM OR LOCAL EDUCATION AGENCY	Autopopulated in Web Version
PERSONNEL	
TOTAL DOLLARS — PERSONNEL SPENDING	Autocalculated in Web Version $
Core Teacher FTE salaries (content areas)	$
Supplemental Teacher FTE salaries (above and beyond the core program)	$
Student Health and Nutrition Services FTE salaries or contracted providers	$
Psychology and Therapy Services FTE salaries or contracted providers	$
Counseling Services FTE salaries or contracted providers	$
NONPERSONNEL	
TOTAL DOLLARS — NONPERSONNEL SPENDING	Autocalculated in Web Version $
Professional Development fees (contracted services, conference registration, travel, per diems, etc.)	$
Instructional Materials	$
Other Supplies and Materials, including technology hardware and software	$
Programs that serve children and youth returning to school from correctional facilities	$
Dropout prevention programs	$
Coordinated health and social services not reflected in personnel	$
Mentoring and peer mediation programs	$

F. Use of ESSA Title I, Part D Funds, continued

F3. **Does your facility/program use Title I, Part D, Subpart 2 funds to conduct <u>transition activities</u>?**

Please select only one answer.

☐ Yes, Go to Question **F4**

☐ No, Go to Question **F6**

F4. **Approximately what percentage of your facility's/program's Title I, Part D, Subpart 2 funds for the <u>2015–16 fiscal/school year</u> were devoted to <u>transition services and support</u>?**

Please enter a percentage in the box below.

Percentage of Title I, Part D, Subpart 2 funds devoted to transition activities

F5. **Of the funds allocated to <u>transition activities</u>, what percentage was used for:**

Enter an amount. If $0, select "None." If you do not know, please select "Don't know."

		Amount
g.	Programs to assist in transition of children and youth leaving correctional facilities to school environment, and help them remain in school [ESEA § 1424(1)]	$ ☐ None ☐ Don't know
h.	Dropout prevention programs to serve at-risk children and youth [ESEA § 1424(2)]	$ ☐ None ☐ Don't know
i.	Coordinated health and social services (e.g., mental health counseling, day care for pregnant or parenting children and youth)	$ ☐ None ☐ Don't know
j.	Family support services (family engagement, family counseling, skill building, rehabilitative)	$ ☐ None ☐ Don't know
k.	Substance abuse prevention programs	$ ☐ None ☐ Don't know

F6. **Has your facility/program ever experienced an interruption in Title I, Part D–funded services because of the lack of timely disbursement of funds?**

Please select only one answer.

☐ Yes

☐ No

F. Use of ESSA Title I, Part D Funds, continued

F7. **In the past three fiscal/school years (2014–15, 2015–16, 2016–17), has your facility/program experienced a decrease in funding?**

Please select only one answer.

☐ Yes, Go to Question **F8**

☐ No, Go to Question **F9** on page **39**

F8. **Please indicate if any of the following contributed to the funding decrease your facility/program experienced in the past three fiscal/school years (2013–14, 2014–15, 2015–16)?**

Please select one answer in each row.

		Yes	No
a.	Decrease in the count of neglected or delinquent youth in residential placement in the state	☐1	☐0
b.	Decrease in the count of neglected or delinquent youth in residential placement in the funding school district	☐1	☐0
c.	Carryover funds were not drawn down in a timely manner and were revoked by the funding school district	☐1	☐0
d.	Other, please specify below.	☐1	☐0

F. Use of ESSA Title I, Part D Funds, continued

F9. **Thinking about your facility/program <u>in fiscal/school year 2015–16</u>, were any Title I, Part D, Subpart 2 funds carried over <u>into fiscal/school year 2016–17</u>?**

Please select only one answer.

☐ Yes,   Go to Question **F10**

☐ No,   Go to Question **F12**

F10. **What percentage of your facility's/program's Title I, Part D, Subpart 2 funds <u>from fiscal/school year 2015–16</u> were carried over <u>into fiscal/school year 2016–17</u>?**

Please enter a valid percentage (0-100).

Percentage of funds carried over from fiscal/school year 2015–16 to 2016–17

F11. **Thinking about your facility/program <u>in fiscal/school year 2015-16</u>, what were the main reasons that Title I, Part D funds were carried over <u>into fiscal/school year 2016-17</u>?**

Please select all that apply.

☐ Facility/program closure(s) and/or merger(s)

☐ Decrease in number of eligible students

☐ Delay/failure to replace staff supported by Part D funds

☐ Facilities/programs receiving funds were unsure of the accounting and/or reporting requirements for uses of funds

☐ Facilities/programs receiving funds requested to use funds in ways that did not meet program goals or requirements

☐ Other, please specify below.

F12. **Are there any final comments or thoughts that you would like to share about on your experiences with Title I, Part D funds?**

THANK YOU FOR COMPLETING THIS SURVEY!

Case Study Interview Protocols

A. Agency Characteristics

1. [P, I] [17] Please describe your role in the State's Part D program. What are your responsibilities? [[T, D: Please describe your role within the State Education Agency. What are your responsibilities?]
   Probe →
   a. [T] Where does the Title I, Part D program fit in?
   b. [T, D] Please also describe your role with the State's Title I, Part D program. What are your responsibilities?
   c. [T] How do you work with the State's Title I, Part D (ND) Coordinator?

2. [P] How long has your agency operated the Part D program?
   Probe →
   a. [P] Has your or the agency's role changed in that time? Please explain.

3. [P] What agencies, departments, and/or facilities within the State are involved in the Part D program?
   a. [P] Which students are served by the Title I, Part D program?

4. [P] How does the State education agency work with each of the sub-grantees (i.e., facilities/programs receiving Part D funds)?
   Probe →
   a. [P] What is the overall structure for supporting these programs in your state?

B. Shared Decision-Making & Collaborative Planning

1. [P, I, T] Have you been involved in the planning for your State's Part D program?
   If yes → Please describe the planning for your agency's Part D program, including who else was involved, any challenges, and outcomes?
   Probe →
   a. [P] Were any new policies or procedures developed during the planning phase?
   b. [P, T] Could you describe any challenges encountered during the planning phase and what strategies were used to try to resolve them?
   c. [P] How is it structured?
   d. [P] How are decisions made?
   e. [P] How often does major planning take place?

2. [P, I] What were the major priorities addressed during the past year or during the most recent planning phase?
   a. [P, I] How were the priorities identified (for example: federal initiatives, state priorities, local challenges, a recent needs assessment)?
   b. [P, I] How were the priorities addressed?

3. [P, I] Please describe how and with which facilities/programs/agencies your agency collaborates to provide Part D programming to N or D students.
   Probe →
   a. [P, I] Have you experienced any barriers to communication, collaboration, or coordination with other systems or agencies working with N or D students?

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[17] P = SEA **P**art D Coordinator; I = Staff who oversee **I**nstruction; T = **T**itle I Coordinator/Director; D = **D**ata person

    b. [P, I] What strategies are used to try to resolve the challenges?

➔ [T] N or D students are involved in multiple systems, which may make coordination and communication challenging. Have you experienced barriers to communication, collaboration, or coordination with other systems or agencies that work with N or D students?

Probe ➔

    a. [T] If so, please describe how you have handled these challenges.
    b. [T] Is there anything that could be done to help improve interagency communication, collaboration, or coordination?

C. Education Assessments, Strategies, and Services

Screening and Risk Assessments

1. [P, I] Please describe the process of how the children and youth come to the Part D program/Title I programs in your State/agency?
[[T: Please describe the process of how the children and youth come to the Title I programs in your State.]

Probe ➔

    a. [P, I, T] How are neglected or delinquent, children and youth identified as needing the Part D program services?

2. [I, T] What are the most frequent educational issues or problems of children and youth who come to the program?

Probe ➔

    a. [I, T] How have these problems and issues been identified? And by whom?

3. [P, I, T] Are any standardized assessments used in identifying educational risks or needs?

4. [D] How are statewide data on youth who participate in Title I, Part D program collected?

Probe ➔

    a. [D] For example, does your state support the use of common screening and risk or academic assessment instruments?
    b. [D] How are they used?

General Education Services and Structure

1. [P, I] What types of services and programs are supported by your state agency? (i.e., Please describe the educational services and programs provided by your Title I, Part D program.)

    a. [I] Do your State's Part D programs support academic instruction?
    b. [I] Credit recovery programs?
    c. [I] Are any other education-related services funded by Part D in your State? If so, please describe the services.

2. [I] Please describe any intensive or highly structured reading instruction included in your State's Title I, Part D programming?

Probe ➔

    b. [I] Approaches used? Any "name brand" programs (e.g., READ 180 or Corrective Reading)?

3. [I] Please describe any standardized mathematics instructional approaches included in your State's Title I, Part D programming?

    For example, 1) explicit instruction/direct instruction, 2) strategy instruction, including mnemonic and schema-based instruction, 3) technology-based instruction and real-world problem solving, 4) graduated instructional sequence, 4) graduated instructional sequence, 5) peer-mediated instruction, or 6) instructional adaptation of self-monitoring, graphic organizers, and cue cards.

4. [P, I, T] What kinds of technical assistance and monitoring services does this SEA provide to sub-grantees? Please describe.

5. [D] How does the State Education Agency use data to monitor the sub-grantees?

6. [D] What types of technical assistance related to student data does the State education agency provide to sub-grantees?

7. [P, T] Does your State Education Agency have a role in the support of priority educational issues or problems (for Title I programs? Including Title I, Part D)? *For example, does the state specifically support youth with any of the following issues: behavior management, special education, English language learners, social emotional learning, or career and technical education?*
    Probe →
    a. [P] Does the state provide training and technical support in any of those areas? Please describe.

8. [D] Does your State Education Agency use data to identify and support Title I, Part D priority educational concerns? For example, does the state track the percentage of youth in Part D programs with any of the following issues: behavior management, special education, English language learners, social emotional learning, or career and technical education?
    Probe →
    a. [D] *[If not mentioned]* Does the state provide training and technical support in any of those areas? Can you describe it?

Behavior Management
1. [I] Please describe your Part D program's approach to managing student behavior?
    Probe →
    a. [I] How are conduct problems addressed for students who participate in your Part D program?
    b. [I] What behavior management strategies are used in the classroom?
    c. [I] Are any positive behavioral interventions and supports used? If so, please describe these interventions.

Special Education
1. [I] How does your Part D program support children and youth with special needs, including students with disabilities?
    Probe →
    a. [I] What specific services are provided to youth with learning disabilities?
    b. [I] How are students identified for individualized education programs (IEPs) and how are the IEPs developed?

    c. [I] Has/have your State encountered any challenges or barriers to serving these students in juvenile justice and/or child welfare settings?

English Language Learner
1. [I] How does your Part D program support children who are English language learners?
Probe →
    a. [I] What specific services are provided to youth who are English language learners?
    b. [I] Has your program encountered any challenges or barriers to serving these students?

Social Emotional Learning
1. [I] Could you describe how Part D programs address the social and emotional needs of students (e.g., managing emotions, setting and achieving positive goals, feeling and showing empathy)?
Probe →
    a. [I] Are any specific social and emotional learning programs provided for these students?

Career and Technical Education
1. [I] Please describe any vocational education, career technical education, or job training services provided as part of your Part D program.
Probe →
    a. [I] How do students access these services?
    b. [I] What outcomes have you seen for students who participate in the career and technical education services? *For example, do they experience increased connections to employment following release from placement? Are their rates of high school and other diplomas earned higher compared to other students who are N or D?*
        i. [I] Do you have data to support the changes you have seen?

Institution-wide Programming (IWP)
1. [P] Does your State's Title I, Part D programming include institution-wide Part D projects?
If No → *go to next item, then skip to next subsection (Transition Planning)*
If Yes → *skip next question and cover remaining IWP questions)*

2. [P] Have you considered implementing IWPs?
If Yes → *What potential benefits do you see with IWPs versus traditional Part D projects? Potential challenges or barriers to implementation?*
If No → *Please describe why not?*

3. [T] Are you involved in any way with Title I, Part D Institution-wide Programs (if the State has IWPs)? Please describe.
Probe →
    a. [T] In addition to Title I, Part D, Subpart 1 funds, what other funding sources (Federal, State, and/or other) does your State use for coordinated support of IWPs?
    b. [T] Is there anything else that you think would be important for us to know about your role or your experience with IWPs?

4. [P] Could you describe the IWP(s) that have been implemented in your State?
   Probe →
   a. [P] How is/are your State's IWP(s) different from traditional Part D programs?

5. [P] Is there anything that we have not yet discussed that you think would be important for us to know about your experience with planning, implementing, and/or operating IWPs?

Transition Planning
1. [P, I, T] How does the State support/track transition planning at the local level? [of children and youth who are N or D back into community-based academic settings] (Please describe.)
   Probe →
   a. [P, I] Please describe the transition services or practices that your Part D programs implement to support youths' academic/career/behavioral needs as they move into or out of custodial settings.
   b. [D] Does the State collect data on the different transition services or practices that Part D programs implement to support youths' academic/career/behavioral needs as they move into or out of custodial settings?
   c. [P, I, D] Are data collected specifically on: high-quality transition planning, youth and family involvement in planning, or identification or use of community-resources in plans? Please describe.
   d. [D] What do the data indicate are the most promising or effective transition services (beyond transition plans) provided by the (Part D program) sub-grantees/programs?
      i. [D] How do you know/what data show evidence that these are effective?

2. [P] How does the State address challenges experienced at the local level regarding obtaining or sharing educational information or records as the youth enters or leaves the custodial setting?
   Probe →
   a. [P] Are there standard requirements regarding components or timing of transitional planning?

3. [P] Does your agency/SEA monitor transition plans or transition planning processes? Please describe your monitoring practices.

4. [P, I, T] How does the State support collaboration and coordination work across agencies (juvenile justice, child welfare, and education systems) on transition planning and services?
   Probe →
   a. [P] Who does your agency collaborate with on transition services?
   b. [P] What is the nature and the roles of collaborations and partnerships for transition services?
   c. [T] Does the State have specific expectations or support with regard to: high-quality transition planning, youth and family involvement in planning, or identification or use of community-resources in plans? Please describe.

5. [P, I] Do you have a formal/structured transition planning model or approach that is expected to be followed by all Part D program agencies and facilities statewide? Please describe.

Probe →
    a. [P, I] What does your agency expect of sub-grantees/programs in terms of the development and application of transition plans?
    b. [P, I] Are there standard requirements regarding components or timing of transition planning?

6. [I] Where do you see gaps in terms of transition services among the sub-grantees/programs?

D. Instructional Staff Qualifications and Professional Development

1. [I] What are the general qualifications for instructional staff in Part D programs?
Probe →
    a. [I] Do staff need any special qualification or certifications to work with N or D youth? If so, what are they?

2. [P, D] How does the State support a qualified pool of instructors available to teach for Part D programs across the State?
[[T: How does the State support the professional development of instructional staff across Title I programs? Is there specific support for staff in Part D programs?]

3. [P, I] How does the State support the professional development of instructional staff in Part D programs across the State?
[[T: Is there a State level focus on the development of a qualified pool of instructors available to teach for Title I programs? Title I, Part D programs? Please describe.]
[[D: How does the State *use data* to identify professional development needs of instructional staff in Part D programs?]

4. [P, I] Please describe any State monitoring of curricula and high quality teaching in Part D programs.

5. [T] Is there a State level focus on ensuring that curricula (used with Title I, Part D programs) are aligned with required State and school district content standards?

6. [P] What policies are in place at the State level that support retention of highly qualified and effective teachers?
[[D: How does the State measure success with regard to policies that are in place that support retention of highly qualified and effective teachers?]

E. Outcome Assessment and Utilization

1. [P, I] Please describe any State-level guidelines or legislation that guide the local Part D programs' assessment of educational outcomes.
If no guidelines, Probe →
    a. [P, I] Are programs able to select their own assessments to track educational outcomes?
    b. [P, I] In your opinion, are there benefits and/or challenges related to the use of different assessments across programs? (e.g., Can data from these assessments be aggregated at the State level to look at trends in educational outcomes across programs?)

2. [T] Is there a State level focus on tracking outcomes for students who participate in Title I programs, including Part D programs versus those who do not? Please describe.
    a. [T] Do you coordinate with other agencies and/or programs to track long-term educational outcomes? Please describe who you coordinate with and any policies or procedures that facilitate tracking long-term outcomes.

3. [D] Please describe the extent to which there are State guidelines for how Part-D funded educational programs use assessments for testing achievement of educational outcomes? *Probe* →
    a. [D] *[If guidelines]* In your opinion, are there benefits and/or challenges related to the State guidelines around assessments?
    b. [D] *[If no guidelines]* Please confirm whether programs are able to select their own assessments to track educational outcomes?
        i. [D] In your opinion, are there benefits and/or challenges related to the use of different assessments across programs? (e.g., Can data from these assessments be aggregated at the State level to look at trends in educational outcomes across programs?)

4. [D] What key challenges have you encountered in assessing educational outcomes for students *while they are participating* in Part D-funded educational program(s)? *Probe* →
    a. [D] Please describe challenges related to assessing outcomes for specific sub-populations such as students with disabilities or English language learners or in specific settings (e.g., correctional institutions, child welfare)?

5. [P, I] Does your State continue to follow students *after they leave* correctional institutions or child welfare facilities in order to track long-term educational outcomes? If yes, please describe the key long-term educational outcomes and the process for tracking them. *Probe* →
    a. [P, I] How do agencies coordinate and are there any policies or procedures that facilitate tracking long-term outcomes?
    b. [P, I] Who is responsible for data collection?
    c. [P, I] How far out after they have left correctional institutions or child welfare facilities are you able to follow students to track these outcomes? (e.g., 90 days?)

6. [D] What key successes have you experienced in assessing long-term educational outcomes for students after they have participated in Part D-funded educational program(s)?
    a. [D] Please describe who you coordinate with and any policies or procedures that facilitate tracking long-term outcomes.

7. [D] To what extent are you able to compare educational outcomes for students participating in Part D-funded educational programs with those for their peers who are receiving community-based services? Please describe.

8. [D] To what extent are you able to compare educational outcomes of students in Part D-funded programs with students in juvenile and child welfare facilities within the State who do not participate in Part D-funded programs? Please describe.

9. [P, I, D] Are there educational outcomes (short or longer term) that you are not currently tracking, but would like to? Why are these outcomes of interest to you?

F. Use of ESEA Title I, Part D Funds

1. [P] What is the overall structure for distributing Title I, Part D funds in your state? (e.g., How are Part D funds used?)

2. [P] How does your State make decisions about how to spend Part D funds?

3. [P] Who is involved in making resource allocation decisions?

4. [P] How is Title I, Part D funding most useful in supporting state goals and outcomes for youth?

5. [P] What is challenging about how the funding is structured and used?
    Probe →
    a. [P] Has the State been able to work around these challenges? If so, how?

6. [P] Has the role or use of Title I, Part D funding changed over time? Please explain.

G. Overall Facilitators, Challenges, and Perceived Benefits

1. [P, I] In terms of implementing Part D program activities, what has gone well overall? What has facilitated implementation of program activities?

2. [P, I] What have been the key challenges in implementing Part D program activities overall *(in addition to what we have already covered in this interview)*? Please describe.

3. [P, I, T] In your opinion, what have been some of the key benefits for children and youth involved in the Title I, Part D programming?
    Probe →
    a. [P, I, T] What evidence is available to document these benefits?

4. [P, I, T, D] Is there anything else that you would like to add regarding the topics we have talked about?

THANK YOU!

A. Agency Characteristics

1. [P, I] [18] Please describe your role in the agency's Part D program. What are your responsibilities?

2. [P] How long has your agency operated the Part D program?
   Probe →
   a. [P] Has your or the agency's role changed in that time? Please explain.

3. [P] What agencies, departments, and/or facilities within the State are involved in the Part D program?
   a. [P] Which students are served by the Title I, Part D program?

4. [P] How does your agency work with each of the facilities/programs receiving Part D funds)?
   Probe →
   a. [P] What is the overall structure for supporting these programs in your state?

5. [P, I] Please briefly describe the services and programs provided by your agency's Part D program.

B. Shared Decision-Making & Collaborative Planning

1. [P] Have you been involved in the planning for your State's Part D program?
   If yes → Please describe the planning for your agency's Part D program, including who else was involved, any challenges, and outcomes?
   Probe →
   a. [P] Were any new policies or procedures developed during the planning phase?
   b. [P] Could you describe any challenges encountered during the planning phase and what strategies were used to try to resolve them?
   c. [P] How is it structured?
   d. [P] How are decisions made?
   e. [P] How often does major planning take place?

2. [P] What were the major priorities addressed during the past year or during the most recent planning phase?
   a. [P] How were the priorities identified (for example: federal initiatives, state priorities, local challenges, a recent needs assessment)?
   b. [P] How were the priorities addressed?

3. [P, I] Please describe how and with which facilities/programs/agencies your agency collaborates to provide Part D programming to N or D students.
   Probe →
   a. [P, I] Have you experienced any barriers to communication, collaboration, or coordination with other systems or agencies working with N or D students?
   b. [P, I] What strategies are used to try to resolve the challenges?

C. Education Assessments, Strategies, and Services

Screening and Risk Assessments
1. [P, I] Please describe the process of how the children and youth come to the Part D program in your agency?
   Probe →
   a. [P, I] How are neglected or delinquent, children and youth identified as needing the Part D program services?

2. [P, I] What are the most frequent educational issues or problems of children and youth who come to the program?
   Probe →
   a. [P, I] How have these problems and issues been identified? And by whom?

3. [P, I] Are any standardized assessments used in identifying educational risks or needs?

General Education Services and Structure
1. [P, I] Please describe the educational services and programs provided by your Title I, Part D program.
   a. [P] Do your State's Part D programs support academic instruction?
   b. [P] Credit recovery programs?
   c. [P] Are any other education-related services funded by Part D in your State? If so, please describe the services.

2. [I] Please describe any intensive or highly structured reading instruction included in your facilities' Title I, Part D programming?
   Probe →
   a. [I] Approaches used? Any "name brand" programs (e.g., READ 180 or Corrective Reading)?

3. [I] Please describe any standardized mathematics instructional approaches included in your facilities' Title I, Part D programming.
   For example, 1) explicit instruction/direct instruction, 2) strategy instruction, including mnemonic and schema-based instruction, 3) technology-based instruction and real-world problem solving, 4) graduated instructional sequence, 4) graduated instructional sequence, 5) peer-mediated instruction, or 6) instructional adaptation of self-monitoring, graphic organizers, and cue cards.

4. [P] What kinds of technical assistance and monitoring services does your State agency provide to facilities receiving Title I, Part D funds? Please describe.

Behavior Management
1. [I] Please describe your Part D program's approach to managing student behavior?
   Probe →
   a. [I] How are conduct problems addressed for students who participate in your Part D program?
   b. [I] What behavior management strategies are used in the classroom?
   c. [I] Are any positive behavioral interventions and supports used? If so, please describe these interventions.

Special Education

1. [I] How does your Part D program support children and youth with special needs, including students with disabilities?

   Probe →
   a. [I] What specific services are provided to youth with learning disabilities?
   d. [I] How are students identified for individualized education programs (IEPs) and how are the IEPs developed?
   e. [I] Has your agency encountered any challenges or barriers to serving these students in juvenile justice and/or child welfare settings?

English Language Learner

1. [I] How does your Part D program support children who are English language learners?

   Probe →
   a. [I] What specific services are provided to youth who are English language learners?
   c. [I] Has your program encountered any challenges or barriers to serving these students?

Social Emotional Learning

1. [I] Could you describe how Part D programs address the social and emotional needs of students (e.g., managing emotions, setting and achieving positive goals, feeling and showing empathy)?

   Probe →
   a. [I] Are any specific social and emotional learning programs provided for these students?

Career and Technical Education

1. [I] Please describe any vocational education, career technical education, or job training services provided as part of your Part D program.

   Probe →
   a. [I] How do students access these services?
   c. [I] What outcomes have you seen for students who participate in the career and technical education services? *For example, do they experience increased connections to employment following release from placement? Are their rates of high school and other diplomas earned higher compared to other students who are N or D?*
      i. [I] Do you have data to support the changes you have seen?

Institution-wide Programming (IWP)

1. [P, I] Does your agency's Title I, Part D programming include institution-wide Part D projects?

   If No → *go to next item, then skip to next subsection (Transition Planning)*
   If Yes → *skip next question and cover remaining IWP questions)*

2. [P] Have you considered implementing IWPs?

   If Yes → What potential benefits do you see with IWPs versus traditional Part D projects? Potential challenges or barriers to implementation?
   If No → Please describe why not?

3. [P] Please describe the IWP planning process, what kinds of activities were conducted and the key issues that were addressed during the IWP planning phase.

4. [P, I] Please describe the IWP(s) that have been implemented in your Part D-funded facilities?
   Probe →
       a. [P, I] How are the IWPs different from traditional Part D programs?

5. [P] Does the SEA and/or your agency encourage and support IWPs? If so, how?

6. [P] In addition to Title I, Part D, Subpart 1 funds, what other funding sources (Federal, State, and/or other) do your facilities use for coordinated support of IWPs?

7. [P, I] What factors facilitated implementation of IWP(s) in your facilities? Please describe.

8. [P, I] What types of implementation challenges/barriers have your facilities encountered in implementing IWP(s)? Please describe.
   Probe →
       a. [P, I] How were these challenges addressed?

9. [P, I] Is there anything that we have not yet discussed that you think would be important for us to know about your experience with planning, implementing, and/or operating IWPs?

Transition Planning

1. [P, I] How does the agency support transition planning of children and youth who are N or D back into community-based academic settings? (Please describe.)
   Probe →
       a. [P, I] Please describe the transition services or practices that your Part D programs implement to support youths' academic/career/behavioral needs as they move into or out of custodial settings.
       b. [P] Are data collected specifically on: high-quality transition planning, youth and family involvement in planning, or identification or use of community-resources in plans? Please describe.

2. [P, I] How does the State support collaboration and coordination work across agencies (juvenile justice, child welfare, and education systems) on transition planning and services?
   Probe →
       a. [P] Who does your agency collaborate with on transition services?
       b. [P] What is the nature and the roles of collaborations and partnerships for transition services?

3. [P, I] Do you have a formal/structured transition planning model or approach that is expected to be followed by all Part D-funded facilities? Please describe.
   Probe →
       a. [P, I] What does your agency expect of facilities in terms of the development and application of transition plans?
       b. [P, I] Are there standard requirements regarding components or timing of transition planning?

4. [P] What supports does your agency provide to help facilities develop high-quality transition plans (e.g., TA, training, funding, resources)?

5. [P, I] Where do you see gaps in terms of transition services among the facilities?

6. [P] What is your agency's process for ensuring that the quality and accessibility of community resources to support youth/families in the educational transition?
   a. [P] Who monitors the community services/resources?
   b. [P] What information sources or data are used in the quality assurance process? How are findings applied?

7. [P, I] Are there state-level interagency working groups or committees who facilitate or oversee/monitor outcomes associated with transition services? Please describe.

8. [P] How do the transition services provided as part of Part D programs intersect with other Federal, State, and/or local initiatives and programs? *[e.g., if the State has other re-entry initiatives or initiatives focused on child welfare involved transition-age youth, etc.]*

D. Instructional Staff Qualifications and Professional Development

1. [P, I] What are the general qualifications for instructional staff in Part D programs?
   Probe →
   a. [P, I] Do staff need any special qualification or certifications to work with N or D youth? If so, what are they?

2. [P, I] How does the agency support a qualified pool of instructors available to teach for Part D programs across the agency?

3. [P, I] How does the agency support the professional development of instructional staff in Part D programs?

4. [P, I] What efforts are made to ensure that curricula (used with Title I, Part D programs) are aligned with required State and school district content standards?

E. Outcome Assessment and Utilization

1. [P, I] Please describe any State-level guidelines or legislation that guide the agency's Part D programs' assessment of educational outcomes.
   If no guidelines, Probe →
   a. [P, I] Are facilities able to select their own assessments to track educational outcomes?
   b. [P, I] In your opinion, are there benefits and/or challenges related to the use of different assessments across programs? (e.g., Can data from these assessments be aggregated at the State level to look at trends in educational outcomes across programs?)

2. [P, I] Does your agency (or facilities) continue to follow students *after they leave* correctional institutions in order to track long-term educational outcomes? If yes, please describe the key long-term educational outcomes and the process for tracking them.
   Probe →
   a. [P, I] Who is responsible for data collection?

      b. [P, I] How far out after they have left correctional institutions are you able to follow students to track these outcomes? (e.g., 90 days?)

      c.   [I] Please describe who you coordinate with and any policies or procedures that facilitate tracking long-term outcomes.

3. [P, I] Are there educational outcomes (short or longer term) that are not currently tracked, but that you would like to? Why are these outcomes of interest to you?

F. Use of ESEA Title I, Part D Funds

1. [P] How are Part D funds used at the agency and facility levels?

2. [P] How does your State agency make decisions about how to spend Part D funds?

3. [P] Who is involved in making resource allocation decisions?

4. [P] How is Title I, Part D funding most useful in supporting state, agency, and facility goals and outcomes for youth?

5. [P] What is challenging about how the funding is structured and used?
Probe →
      a. [P] Has the agency been able to work around these challenges? If so, how?

6. [P] Has the role or use of Title I, Part D funding changed over time? Please explain.

G. Overall Facilitators, Challenges, and Perceived Benefits

1. [P] In terms of implementing Part D program activities, what has gone well overall? What has facilitated implementation of program activities?

2. [P] What have been the key challenges in implementing Part D program activities overall *(in addition to what we have already covered in this interview)*? Please describe.

3. [P, I] In your opinion, what have been some of the key benefits for children and youth involved in the Title I, Part D programming?
Probe →
      a. [P] What evidence is available to document these benefits?

4. [P, I] Is there anything else that you would like to add regarding the topics we have talked about?

THANK YOU!

A. Agency Characteristics

1. [P, I][19] Please describe your role in the Title I, Part D program. What are your responsibilities?

2. [P, I] Which students are served by the district's Title I, Part D program?
   Probe →
   a. [P, I] Are students "at-risk" of neglect or delinquency served by the Title I, Part D program?

B. Shared Decision-Making & Collaborative Planning

1. [P] Have you been involved in the planning during this last school year for your agency's Part D program?
   If yes → Please describe the planning for your agency's Part D program, including who else was involved, any challenges, and outcomes.
   Probe →
   a. [P] Were any new policies or procedures developed during the planning phase?
   b. [P] Could you describe any challenges encountered during the planning phase and what strategies were used to try to resolve them?

2. [P, I] Are you aware of the 2014 guidance document, *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings that* was released by the U.S. Departments of Education and Justice in 2014?
   If yes → Have the uses of Part D funds changed in any way since the 2014 guidance was released?
   Probe →
   a. [P, I] Has your district encountered any challenges implementing these guiding principles?
   b. [P, I] Has your district received any technical assistance on implementing these guiding principles?
   c. [P, I] What additional assistance could be provided to help your district implement the guiding principles?

3. [P, I] N or D students are involved in multiple systems, which may make coordination and communication challenging. Have you experienced barriers to communication, collaboration, or coordination with other systems or agencies that work with N or D students?
   Probe →
   a. [P, I] If so, please describe how you have handled these challenges.
   b. [P, I] Is there anything that the State Education Agency or your district could do to help improve interagency communication, collaboration, or coordination?

C. Education Assessments, Strategies, and Services

Screening and Risk Assessments

1. [P] Could you describe the process of how the children and youth come to the Part D program?

Probe →
    a. [P] How are neglected or delinquent children and youth identified as needing the Part D program services?

2. [P, I] Does your Part D program use any reading or math assessments? If so, which ones? Are these consistently used within your Part D program?
Probe →
    a. [P, I] Please describe how they are administered and how the results are used.
    b. [P, I] Does the State require the use of particular tests?

3. [P, I] Does your Part D program do any other education-related screening or assessment? If so, what?
Probe →
    a. [P, I] Please describe how they are administered and how the results are used.

General Education Services and Structure

1. [P] Please describe the (educational) services and programs that your Part D program provides.
Probe →
    a. [P] Is academic instruction part of the services provided?
    b. [P] Are credit recovery programs include in your Part D program?
    c. [P] What other education-related services are funded by Part D in your district?

2. [P] If your School District operates a Title I, Part A program, how are services for at-risk youth coordinated with the Part D program?
Probe →
    a. [P] Do the services provided to students at-risk of neglect or delinquency differ in any way from N or D students?

3. [I] Please describe the reading instruction that is used with students. *For example are any "name brand" programs used (e.g., READ 180 or Corrective Reading)*
Probe →
    a. [I] Have your students experienced improved academic performance in reading after participating in these programs?
    b. [I] Have there been any changes in students' attitudes towards reading?
    c. [I] Do you have data to support the changes you've seen?

4. [I] Please describe your program's mathematics instructional approaches. *For example, 1) explicit instruction/direct instruction, 2) strategy instruction, including mnemonic and schema-based instruction, 3) technology-based instruction and real-world problem solving, 4) graduated instructional sequence, 4) graduated instructional sequence, 5) peer-mediated instruction, or 6) instructional adaptation of self-monitoring, graphic organizers, and cue cards.*
Are any "name brand" approaches used?
Probe →
    a. [I] Have your students experienced improved academic performance in math [I] after participating in these programs?
    b. [I] Have there been any changes in students' attitudes towards math?
    c. [I] Do you have data to support the changes you've seen?

5. [P, I] What efforts are made to maintain the learning conditions (environment) that promote learning in your Part D program for all participating students?
   Probe→
   a. [P, I] How do teachers provide learning support to students?
   b. [P, I] How are students made to feel safe, both physically and emotionally?
   c. [P, I] What efforts are made to develop teacher-student rapport?

6. [P, I Please describe how your Part D program addresses the unique educational and culturally related educational needs of racial and/or ethnic minorities in the program.
   Probe →
   a. [P, I] Hispanic and/or Latino students
   b. [P, I] American Indian and/or Alaskan Native students
   c. [P, I] Other cultural and/or ethnic groups
   d. [P, I] If your district includes a Bureau of Indian Education (BIE) school within its boundaries, how are services for Native American youth coordinated with the Part D program?

Behavior Management
1. [I] Could you describe your Part D program's approach to managing student behavior?
   Probe →
   a. [I] How are conduct problems addressed for these students?
   b. [I] What behavior management strategies are used in the classroom?
   c. [I] Are any positive behavioral interventions and supports used? If so, please describe these interventions.

Special Education
1. [I] How does your Part D program support children and youth with learning and other disabilities?
   Probe →
   a. [I] What specific services are provided?
   b. [I] How does your district identify students for individualized education programs (IEPs) and how are the IEPs developed?
   c. [I] Has your district encountered any challenges or barriers to serving these students?

English Language Learner
1. [I] How does your Part D program support children who are English language learners?
   Probe →
   a. [I] What specific services are provided?
   b. [I] Has your program encountered any challenges or barriers to serving these students?

Social Emotional Learning
1. [I] Please describe how your district addresses the social and emotional needs of students (e.g., managing emotions, setting and achieving positive goals, feeling and showing empathy).
   Probe →
   a. [I] Are any specific social and emotional learning programs provided for these students?

Career and Technical Education

1. [I] Please describe any vocational education, career technical education, or job training services provided as part of your Part D program.
   Probe →
   a. [I] How do students access these services?
   b. [I] What outcomes have you seen for students who participate in these services? *For example, do they experience increased connections to employment following release from placement? Are their rates of high school and other diplomas earned higher compared to other students who are N or D?*
      i. [I] Do you have data to support the changes you have seen?

Transition Planning

1. [P] Please describe the transition services and supports that your Part D program provides.
   Probe →
   a. [P] What are the intended outcomes of your program's transition services?
   b. [P] What transition services are provided to youth: (a) as they enter placement, (b) while they are in placement, and (c) after they leave placement? *For example, adult mentor/advocate, orientation or information/counseling to prepare for transition back to school, training while in program, pre-release visit to school/employment setting, etc.?*
   c. [P] Do you feel that these transition services and supports are effective? Why or why not? What information or data lead you to this conclusion?
      i. [P] *If not, what do you think could be done to make them more effective?*
   d. [P] Does the School District have a formal/structured transition planning model or approach for the Part D program? If yes, what model(s)/approach(es)?
      Probe →
      i. [P] Is this an established model?
   e. [P] (At the district level,) who is involved in transition planning for the Part D program and how?
      Probe →
      i. [P] Is there an individual who leads the coordination process or is a team formed? If a team, who are the members and to what degree is the team individualized to the youth/family?

2. [P] *[If not mentioned]* Do facilities/programs involve youth in transition planning?
   Probe →
   a. [P] If so, how involved are youth in transition planning?
   b. [P] What are some of the challenges to involving youth?

3. [P] *[If not mentioned]* Do facilities/programs involve parents/family members/caregivers (in the case of neglected youth, maybe surrogates or advocates) in transition planning?
   Probe →
   a. [P] If so, how involved are they?
   b. [P] What are some of the challenges to involving "parents"?

4. [P, I] What types of educational information or records are provided or obtained when youth enter the custodial setting?
   Probe →
   a. [P, I] How are the youth's prior educational information/records obtained?

    b. [P, I] Are there any challenges/issues with students' records? *[For example, delayed receipt, missing records, missing/incomplete/inaccurate information?]*
       i. [P, I] What issues arise regarding consents, authorizations, understanding of related legislation (e.g., FERPA)?

We would now like to discuss the specifics of these transition services and supports.

5. [P, I] Do facilities/programs create/use formal (written) transition plans for youth in the Part D program?
If so, Probe →
    a. [P, I] Do you know what is typically included in those plans?
       i. [P, I] Educational or career and technical activities while in residence?
       ii. [P, I] Re-enrollment of youth in school or vocational settings upon release? OR Alternative educational placements for youth who cannot return to traditional educational settings?
       iii. [P, I] Connections with needed community resources and aftercare support? Including:
           Family services and supports?
           Mental health counseling/treatment?
           Academic support/tutoring/mentoring?
           Substance use prevention/treatment?
           Prosocial activities/supports?

6. [P, I] How are the results of educational (needs) assessments or screenings [completed prior to or during a youth's placement] used in your transition planning and supports?
Probe →
    a. [P, I] *[If not mentioned]* What kinds of assessment or screening information might be available? *[academic, vocational/career technical assessments, disabilities, learning style/study skills]*

7. [P, I] What challenges or barriers has your school district experienced in transition planning (and supports)? How has the school district worked to address these challenges? Have the strategies proven successful?

8. [P] If your district serves youth at risk for neglect or delinquency, does your Part D program provide transition services for these youth, or are these separate service populations?

9. [P] What aftercare/post exit services does your Part D program provide (directly)?
Probe →
    a. [P] Are facilities/programs responsible for aftercare *[do they employ transition coordinators]*? And/or does/how does the School District play a role?
    b. [P] What is the extent, nature, and frequency of contact with youth and families during the aftercare period?
    c. [P] How are the community services/aftercare plans determined?
    d. [P] What challenges or barriers does your School District encounter with aftercare services/supports?

10. [P, I] Is the School District required to evaluate your transition services, strategies, and youth outcomes? If so, please describe how this is accomplished.

Probe →

    a. [P, I] What have been your program's key findings regarding provision of transition services and strategies, and youth outcomes?

        i. [P, I] What have you learned about the efficacy of the Part D program's transition strategies?

        ii. [P, I] How are these data used to inform transition-related activities?

    b. [P, I] What is the process of monitoring youths' outcomes? Who is responsible?

    c. [P, I] How long after exit are individual youths' outcomes assessed?

D. Instructional Staff Qualifications and Professional Development

1. [P, I] Please describe the qualifications for instructional staff in your Part D program.
   Probe →

    a. [P, I] Do staff need any special qualifications or certifications to work with N or D youth? If so, what are they?

    b. [P, I] What, if any, additional qualifications are required for staff that teach English language learners?

        i. [P, I] Does each Part D-funded facility/program include at least one instructional staff certified to teach English?

    c. [P, I] What, if any, additional qualifications are required for staff that teach students with disabilities?

        i. [P, I] Does each Part D-funded facility/program include at least one instructional staff certified to teach students with disabilities?

2. [P, I] What efforts are made to ensure that curricula used in your district for Part D programs are aligned with required State content standards?

3. [P, I] Are there opportunities for instructional staff and administrators in Part D-funded facilities/programs to participate in professional development?
   If yes, Probe →

    a. [P, I] Are these staff invited to/included in professional development offered to all instructional staff in the School District?

    b. [P, I] How often and what types of professional development are offered?

    c. [P, I] Is any professional development focused on/tailored for serving neglected and delinquent youth? *(For example, understanding and addressing the unique educational and related needs of youth who are N or D, providing education in institutional settings, supplementing traditional pre-service and in-service training, transition planning, and how to align State and school district curricula)*

    d. [P, I] What challenges or barriers has the School District encountered regarding training/professional development for the Part D program? How has the district addressed these challenges?

    e. [P, I] What types or topic areas of training/professional development have seemed to be effective?

4. [P, I] What strategies does the School District use to retain highly qualified and effective instructional staff within the Part D Program?
   Probe →

    a. [P, I] Does the district have trouble with staff retention in Part D–funded facilities/programs?

E. Outcome Assessment and Utilization

1. [P, I] Please describe the key educational outcomes for students participating in Part D-funded educational programs.
   Probe →
   a. [P, I] How are the outcomes measured? What assessments are used (are they standardized)? Is the assessment of any specific educational outcomes required (e.g., improvement in reading/math, high school course credits earned)?
   b. [P, I] Who is responsible for collecting the data?
   c. [P, I] How often does data collection take place? (e.g., pre-post?)
   d. [P, I] Are some educational outcomes measured specifically for certain sub-populations of students (e.g., students with disabilities or English language learners) or in specific settings (e.g., correctional institutions, child welfare)?

2. [I] Please describe any State- and/or local-level guidelines or legislation that guide your assessment of specific educational outcomes for participating students (including those with disabilities or English language learners).
   Probe →
   a. [I] Any assessments that are required?
   b. [I] Which outcomes are assessed and when are you required to assess them?
   c. [I] Are there benchmarks or requirements around demonstrating "improvement" in certain educational outcomes? If so, what happens if those benchmarks are not met?

3. [P, I] How are educational process and outcome data analyzed and reported by the School District?
   Probe →
   a. [P, I] How are findings utilized by the district?

4. [P, I] What key (successes and) challenges has the school district experienced in assessing educational outcomes for students *while* they are participating in Part D-funded educational program(s)?

5. [P] Are you able to continue to follow students after they leave residential placement/custodial settings in order to track (long-term) educational outcomes?
   If yes, Probe →
   a. [P] What outcomes are tracked? [For example, outcomes of certain sub-populations of students (e.g., students with disabilities or English language learners) or specific settings (e.g., correctional institutions, child welfare), high school completion rates for students who have participated in Part D-funded educational programs]
   b. [P] How are the outcomes assessed?
   c. [P] Are any specific assessment instruments used?
   d. [P] Does the School District coordinate with other agencies and/or programs to track (long-term) educational outcomes? If so, who does the district coordinate with and are there any policies or procedures that facilitate tracking (long-term) outcomes?

   If no, Probe →
   a. [P] What are the major barriers to following students?

6. [P, I] Are there educational outcomes (short or longer term) that the School District is not currently tracking, but would like to? Why are these outcomes of interest? Why are they not being tracked?

F. Use of ESSA Title I, Part D Funds

1. [P] How does the School District make decisions about how to allocate Part D funds?
   Probe →
   a. [P] Do funds go to specific facilities/programs/schools, and if so, how are decisions made about who receives Part D funding?
   b. [P] Who is involved in making resource allocation decisions?
   c. [P] Are any Part D funds retained by the School District for administrative use?

2. [P] Are Part D funds blended/braided or otherwise coordinated with other Federal or private funding?
   If yes → What are the other funding sources and approximate amount/% allocation (e.g., Title I, Part A funding).

G. Overall Facilitators, Challenges, and Perceived Benefits

1. [P, I] In terms of implementing the key Part D program activities, what has gone well overall? What has facilitated implementation of program activities?

2. [P, I] What have been the key challenges in implementing Part D program activities overall *(in addition to what we have already covered in this interview)*? Please describe.
   Probe →
   a. [P, I] How have these challenges been handled? Please describe.

3. [P, I] In your opinion, what have been some of the key benefits for children and youth involved in the Part D programming?
   Probe →
   a. [P, I] What evidence is available to document these benefits?

4. [P, I] Is there anything else that you would like to add regarding the topics we have talked about?

THANK YOU!

A. Agency Characteristics

1. [P, I, O][20] Please describe your role in the Title I, Part D program. What are your responsibilities?

2. [P] How long has your facility operated the Part D program?
   Probe →
       a. [P] Has your or the facility's role changed in that time? Please explain.

3. [P, I, O] Please briefly summarize the (educational) services and programs that your facility provides as part of the Part D program.

B. Shared Decision Making and Collaborative Planning

1. [P] Have you been involved in the planning during this last school year for this facility's Part D program?
   If yes → Please describe the planning for your facility's Part D program, including who else was involved, any challenges, and outcomes.
   Probe →
       a. [P] Were any new policies or procedures developed during the planning phase?
       b. [P] Could you describe any challenges encountered during the planning phase and what strategies were used to try to resolve them?

2. [P] Are you aware of the 2014 guidance document, *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings*, that was released by the U.S. Departments of Education and Justice in 2014?
   If yes → Have the uses of Part D funds changed in any way since the 2014 guidance was released?
   Probe →
       a. [P] Has your facility encountered any challenges implementing these guiding principles?
       b. [P] Has your facility received any technical assistance on implementing these guiding principles?

3. [P] Please describe how and with which programs/agencies your facility (and/or funding school district) collaborates to provide Part D programming to N or D students.
   Probe →
       a. [P] Have you experienced any barriers to communication, collaboration, or coordination with other systems or agencies working with N or D students?

C. Education Assessments, Strategies, and Services

Screening and Risk Assessment

1. [P, I, O] Please describe the process of how the children and youth come to your Part D program.

2. [I, O] Does your Part D program use any educational risk assessments? If so, what?
   Probe →
       a. [I, O] Please describe how they are administered and how the results are used.

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[20] *LFP "**P**art D Coordinator"; I = Staff who oversee **I**nstruction; O = General instruction or **O**ther staff*

3. [I, O] N or D students often have high rates of mobility. What strategies are used to maintain program consistency as students may join and leave the Part D program frequently?
   Probe →
   a. [I, O] How does your Part D program handle students who have incomplete, inaccurate, and/or missing student records?
   b. [I, O] How does your Part D program ensure youth have the most appropriate educational placements?

4. [P] What are the most frequent educational issues or problems of children and youth who come to the program?
   Probe →
   a. [P] How have these problems and issues been identified? And by whom? Are any standardized assessments used in identifying educational risks or needs?

General Education Services and Structure
1. [P, I, O] Please describe the (educational) services and strategies that Title I, Part D funds support at your facility.
   Probe →
   a. [P] Is academic instruction part of the services provided?
   b. [P] Are credit recovery programs included?
   c. [P] What other education-related services are funded by Part D in your district?

2. [O] What efforts are made to maintain the learning conditions (environment) that promote learning in your Part D program for all participating students?

3. [I, O] Could you describe a typical instructional day for your program's N or D students?

4. [I, O] Please describe the reading instruction that is used with students participating in Part D-funded program.

5. [I, O] Please describe Part D program's mathematics instructional approaches.

6. [I, O] How do you maintain the learning conditions (environment) that promote learning in your Part D program for all participating students?
   Probe →
   a. [I, O] How does your facility/program/agency support this?
   b. [I, O] Please describe *your* efforts to develop teacher-student rapport?
   c. [I, O] Do you think that the students feel supported by you and their other teachers? Please explain.
   d. [I, O] Do you think that students feel like they can approach you and their other teachers for support?

7. [I, O] Please describe how your Part D program addresses the unique educational and culturally related educational needs of racial and/or ethnic minorities in the program.
   Probe →
   a. [I, O] Hispanic and/or Latino students
   b. [I, O] American Indian and/or Alaskan Native students
   c. [I, O] Other cultural and/or ethnic groups

    d. [I, O] If your district includes a Bureau of Indian Education (BIE) school within its boundaries, how are services for Native American youth coordinated with the Part D program?

Behavior Management

1. [P, I, O] Could you describe your Part D program's approach to managing student behavior?
   Probe →
       a. [P, I, O] How are conduct problems addressed for these students?
       b. [P, I, O] What behavior management strategies are used in the classroom?
       c. [P, I, O] Are any positive behavioral interventions and supports used? If so, please describe these interventions.

Special Education

1. [P, I, O] How does your Part D program support children and youth with learning and other disabilities?
   Probe →
       a. [P, O] What specific services are provided to youth with learning disabilities?
       b. [P] How does your program identify students for individualized education programs (IEPs) and how are the IEPs developed?
       c. [P] Has your program encountered any challenges or barriers to serving these students?

English Language Learners

1. [P, I, O] How does your Part D program support children who are English language learners?
   Probe →
       a. [P, I, O] What specific services are provided to youth who are English language learners?
       b. [P] Has your program encountered any challenges or barriers to serving these students?

Social Emotional Learning

1. [P, I, O] Please describe how your facility's Part D program addresses the social and emotional needs of students (e.g., managing emotions, setting and achieving positive goals, feeling and showing empathy).
   Probe →
       a. [P, I, O] Are any specific social and emotional learning programs provided for these students?

Career and Technical Education

1. [P, I, O] Please describe any vocational education, career technical education, or job training services provided as part of your Part D program.
   Probe →
       a. [P, I, O] How do students access these services?
       b. [P] What outcomes have you seen for students who participate in these services? *For example, do they experience increased connections to employment following release from placement? Are their rates of high school and other diplomas earned higher compared to other students who are N or D?*
           i. Do you have data to support the changes you have seen?

Collaborative Planning (for overall educational programming)

1. [P] Please describe any collaborative efforts within your facility/program to improve the overall educational programming and transition services for *all* children involved in your facility (including those who are not N or D students).
   Probe →
   a. [P] What types of services or strategies are planned and implemented collaboratively? *For example, facility-wide needs assessment, professional development opportunities, comprehensive approaches that meet the educational needs of all children*
   b. [P] Who is involved in the collaborative planning process?
   c. [P] Were any new policies or procedures developed through this collaborative planning process?
   d. [P] What types of funding are blended or coordinated to support these collaborative efforts? *For example those of the Individuals With Disabilities Education Act (IDEA), Title II—Academic Improvement and Teacher Quality Programs, Title IV—21st Century Schools, etc., as well as State funds.*

2. [P] In terms of implementing these facility-wide collaborative strategies and services, what has gone well?
   Probe for facilitators.

3. [P] What types of implementation challenges/barriers has your facility encountered in coordinating around your facility's overall educational programming? Please describe.
   Probe →
   a. [P] How have you addressed these challenges?

4. [P] Has your facility seen any changes in academic, vocational, transitional, and other related outcomes for children and youth in your facility as a result of these coordinated efforts?
   Probe →
   a. [P] Do you have data to support the changes you have seen?

Transition Planning

1. [P] Please describe the transition services and supports that your Part D program provides.
   [I, O] How are you involved in the transition services and supports that your Part D program provides?
   Probe →
   a. [P] What are the intended outcomes of your program's transition services?
   b. [P, I, O] What transition services are provided to youth: (a) as they enter placement, (b) while they are in placement, and (c) after they leave placement? *For example, adult mentor/advocate, orientation or information/counseling to prepare for transition back to school, training while in program, pre-release visit to school/employment setting, etc.?*
   c. [P] Do you have a formal/structured transition planning model or approach for the Part D program? If yes, what model(s)/approach(es)?
      Probe →
      ii. [P] Is this an established model?
   d. [P] (At the district level) who is involved in transition planning for the Part D program and how?
      Probe →

      iii.   [P] Is there an individual who leads the coordination process or is a team formed? If a team, who are the members and to what degree is the team individualized to the youth/family?

2. [P, O] *[If not mentioned]* To what extent are youth and family members/caretakers involved in transition planning?
   Probe →
   a. [P] What role do they play in the identification of youth's transition goals, strengths, needs, and educational or vocational placement decisions?
   b. [P] Are the transition plans reviewed with the youth? With family members/caregivers?
   c. [P] What challenges or barriers has your program experienced related to youth or family/caregiver involvement in transition planning and participation in transition services?
   d. [P] What strategies have you employed to address challenges, and how successful were they?

3. [P] Does the transition planning process involve the development of a formal (written) transition plan?
   If yes, Probe →
   a. [P] What are the key elements included or addressed in the written plans? *For example, youth strengths/challenges, academic level/needs and goals, special needs/disabilities and related services/supports, community resources, etc.*
   b. [P] What transition services or strategies (i.e., content) are included in transition plans? Do/how do the plans address:
      i.   [P] Educational or vocational activities while in residence?
      ii. [P] Re-enrollment of youth in school or vocational settings upon release? Alternative educational placements for youth who cannot return to traditional educational settings?
      iii. [P] Connections with needed community resources and aftercare support? Including:
      Services and supports for the family?
      Mental health counseling/treatment?
      Academic support/tutoring/mentoring?
      Substance use prevention/treatment?
      Prosocial activities/supports?
   c. [P] How are decisions made about the plans/services that are included in the transition plan?
   d. [P] When does transition planning/development of the written transition plan begin?
   e. [P] What is the typical length (duration) of transitional services covered in youths' transition plans?
   f. [P] How is youth's progress noted or tracked within the transition plan?

4. [P] How are the results of educational (needs) assessments or screenings [completed prior to or during a youth's placement] used in your transition planning and supports?
   Probe →
   a. [P] *[If not previously mentioned]* What kinds of assessment or screening information might be available? *[academic, vocational/career technical assessments, disabilities, learning style/study skills]*

5. [P] What challenges or barriers has your program experienced in transition planning (and supports)? How have you addressed these challenges? Have the strategies proven successful?

6. [P, O] What aftercare/post exit services are included in the Part D program (directly)?
   Probe→
   a. [P] Is there a transition specialist who remains involved in providing support and coordination of services? If yes, what is the level, type, and timing of aftercare involvement?
   b. [P, O] What is the extent, nature, and frequency of contact with youth and families during the aftercare period?
   c. [P] What challenges or barriers does your facility encounter with aftercare services/supports?
   d. [O] How are the community services/aftercare plans determined?

7. [P] What strategies does your program employ to prevent dropout for youth who will return to an educational setting upon exiting custody?

8. [P] What have you learned about the efficacy of your transition strategies?
   Probe →
   a. [P] How have these lessons and findings informed transition-related activities?

D. Instructional Staff Qualifications and Professional Development

1. [P] Please describe the educational team for your Part D Program.
   Probe→
   a. [P] Who are the team members (e.g., teachers/instructional staff and administrators)? Are they facility staff or contracted staff? Who does the educational team report to?
      i. [P] *[If facility contracts with LEA to provide educational services]* Please describe the level of involvement and support your facility receives from the school district.

2. [P] Please describe the qualifications for instructional staff in your Part D Program.
   Probe→
   a. [P] Do staff need any special qualifications or certifications to work with N or D youth? If so, what are they?
   b. [P] What, if any, additional qualifications are required for staff that teach English language learners?
      i. [P] Does your program include at least one instructional staff certified to teach English language learners?
   c. [P] What, if any, additional qualifications are required for staff that teach students with disabilities?
      i. [P] Does your program include at least one instructional staff certified to teach students with disabilities?

3. [P] Are there opportunities for instructional staff and administrators to participate in professional development?
   If yes, Probe →

a. [P] What are your perceptions on the availability and usefulness of professional development opportunities?
    i. [P] *[If not mentioned]* What types are offered and how often?

4. [I, O] Do you have opportunities to participate in professional development related to your work with youth who participate in the Part D program?
Probe →
    a. [I, O] If so, how often and what types of professional development? (*For example, understanding and addressing the unique educational and related needs of youth who are N or D, providing education in institutional settings, supplementing traditional pre-service and in-service training, and how to align State and school district curricula, transition planning*)
    b. [I, O] How has the professional development improved your teaching?
    c. [I, O] Are there areas/topics in which you would benefit from professional development, but that have not been previously available to you?

E. Outcome Assessment and Utilization

1. [P] Please describe the key educational outcomes for students participating in your Part D program that your program measures.
Probe →
    a. [P] How are the outcomes measured? What assessments are used (are they standardized)? Is the assessment of any specific educational outcomes required (e.g., improvement in reading/math, high school course credits earned)?
    b. [P] Who are responsible for collecting the data?
    c. [P] How often does data collection take place? (e.g., pre-post?)
    d. [P] Are some educational outcomes measured specifically for certain sub-populations of students (e.g., students with disabilities or English language learners) or in specific settings (e.g., specific to correctional facilities)?

2. [P] Please describe any State- and/or local-level guidelines or legislation that guide your assessment of specific educational outcomes for participating students (including those with disabilities or English language learners).
Probe →
    a. [P] Any assessments that are required?
    b. [P] Which outcomes are assessed and when are you required to assess them?
    c. [P] Are there benchmarks or requirements around demonstrating "improvement" in certain educational outcomes? If so, what happens if those benchmarks are not met?

3. [P] Please describe any (successes and) challenges that you may have experienced in assessing educational outcomes for students *while* they are participating in your Part D-funded educational program.
Probe →
    a. [P] Please also describe challenges related to specific sub-populations such as students with disabilities or English language learners or in specific settings (e.g., specific to correctional facilities).

4. [P] Are you able to continue to follow students after they leave your facility in order to track (long-term) educational outcomes?

If yes, Probe ➔
   a. [P] Please describe the key (long-term) educational outcomes and your process for tracking them.
   b. [P] How far out after they have left your facility are you able to follow students to track these outcomes? (e.g., 90 days?)
   c. [P] Are some (long-term) educational outcomes measured specifically for certain sub-populations of students (e.g., students with disabilities or English language learners) or specific settings (e.g., specific to correctional facilities)?

5. [P] What challenges have you encountered in assessing (long-term) educational outcomes for students *who have left* your facility?
   Probe ➔
   a. [P] Are there challenges related to tracking specific (long-term) outcomes? *For example, retention and high school completion?*

6. [P] Are there educational outcomes (short or longer term) that your facility is not currently tracking, but would like to? Why are these outcomes of interest? Why are they not being tracked?

F. Use of ESSA Title I, Part D Funds

1. [P] Please describe how Part D funds are used within your facility. *For example, instructional salaries, professional development, technology and other types of supports.*
   Probe ➔
   a. [P] How does your facility make decisions about how to spend Part D funds?
   b. [P] Who is involved in making resource allocation decisions?

2. [P] Are Part D funds blended/braided or otherwise coordinated with other Federal, State, local, or private funding?
   If yes, Probe ➔ What are the other funding sources and approximate amount/% allocation (e.g., Title I, Part A funding).

G. Overall Facilitators, Challenges, and Perceived Benefits

1. [P] In terms of implementing the key Part D program activities, what has gone well overall? *Probe for facilitators.*

2. [P] What have been the key challenges in implementing Part D program activities overall (*in addition to what we have already covered in this interview*)? Please describe.
   Probe ➔
   a. [P] How have these challenges been handled? Please describe.

3. [P, I, O] In your opinion, what have been some of the key benefits for children and youth involved in the Part D programming?
   Probe ➔
   a. [P, I, O] What evidence is available to document these benefits?

4. [P, I, O] Is there anything else that you would like to add regarding the topics we have talked about?

THANK YOU!

Appendix C. Cross-Tabulations by Coordinator Type

Exhibit C-1.   State educational agency coordinators' reported major or moderate focus on various Part D program planning activities, by coordinator tenure, 2016–17

Activity	Less than 1 year	1–3 years	4–6 years	7–10 years	More than 10 years	All SEA
1. Ensuring that the Part D program is included in statewide education planning	12	10	7	1	4	34
2. Creating or modifying a state-level strategic plan for the Part D program	13	9	6	1	4	33
3. Setting Part D program timelines and deadlines	16	12	6	3	6	43
4. Developing Part D program applications	16	12	7	3	6	44
5. Reviewing Part D program applications	17	12	9	3	6	47
6. Requesting revisions to Part D program applications as needed	16	12	9	3	6	46
7. Assisting state agencies in their Subpart 1 program planning	11	13	7	2	6	39
8. Assisting school districts in their Subpart 2 program planning	13	9	6	3	6	37

Exhibit reads: Twelve SEA coordinators with less than one year of experience reported that ensuring that the Part D program was included in statewide education planning was a major or moderate focus of their Part D program planning work.

Note: There were differences of varying statistical significance between SEA coordinators of different tenures across all activities of at least $p < .05$.
Source: SEA Coordinator survey, item B4 (n = 51).

Exhibit C-2.   State educational agency coordinators' reported major or moderate focus on various Part D program implementation activities, by coordinator tenure, 2016–17

Activity	Less than 1 year	1–3 years	4–6 years	7–10 years	More than 10 years	All SEA
1. Coordinating, overseeing, or other involvement in academic instruction in facilities or programs	28	50	60	33	33	41
2. Providing training and technical assistance to facility or program staff	53	86	70	33	33	62
3. Conducting program (including fiscal) monitoring	83	86	70	100	83	82
4. Conducting student progress monitoring	22	36	44	33	33	32
5. Conducting or coordinating required federal program data collection	78	100	60	100	100	84

Exhibit reads: Twenty-eight percent of SEA coordinators with less than one year of experience reported that coordinating, overseeing, or other involvement in academic instruction in facilities or programs was a major or moderate focus of their Part D program implementation work.

Note: There were differences of varying statistical significance between SEA coordinators of different tenures across all activities of at least $p < .05$.
Source: SEA Coordinator survey, item B5 (n = 51).

Exhibit C-3. Percentage of local facility coordinators reporting that various factors were used most of the time to make decisions about the use of Part D funds, by type of facility, 2016–17

Factor	LFP coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. The budget aligns with identified activities under the state's Title I, Part D plan*	88	91	79
2. The funded initiatives meet the state's Title I, Part D goals as outlined in the state agency application	90	91	87
3. The funded initiatives prioritize focus on certain types of offenders	25	22	31
4. The funded initiatives emphasize providing evidence of recidivism reduction	27	31	24

Exhibit reads: Eighty-eight percent of LFP coordinators (91 percent of juvenile justice LFP coordinators and 79 percent of child welfare LFP coordinators) reported that decisions about how to use Part D funds were, most of the time, based on whether the budget aligned with activities identified under the state's Part D plan.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Source: LFP Coordinator survey, item F1 ($n = 531$).

Exhibit C-4. Percentage of state agency and local facility coordinators reporting that various staff-related issues were a major or moderate challenge, by type of coordinator and facility, 2016–17

Challenge	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
5. Instructional staff often teach outside the content area in which they were credentialed	37	32	34	38	28	34
6. Shortage of qualified instructional staff	54	41	52*	60	43*	29
7. Shortage of qualified related services or support services staff	49	47	35*	69	47	40
8. Instructional staff lack qualifications to teach students with disabilities	32	23	23*	51	14*	26
9. Instructional staff lack qualifications to teach students who are language learners	45	29	47*	48	26	21
10. Instructional, related, and/or support staff lack experience and/or training working in a secure care, residential, or similar alternative education setting	39	24	36*	51	17	23

Exhibit reads: Thirty-seven percent of SA coordinators and 32 percent of LFP coordinators reported that instructional staff often teaching outside the content area in which they were credentialed was a major or moderate challenge in their facilities.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Sources: SA Coordinator survey, item D5 ($n = 63$); LFP Coordinator survey, item D3 ($n = 521$).

Exhibit C-5   **Percentage of state agency coordinators and local facility program coordinators reporting that their facilities faced major or moderate challenges retaining various personnel, by type of coordinator and facility, 2016–17**

Challenge to retain	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Instructional staff	52	40	49*	50	42*	29
2. Support and related staff	40	42	34*	59	28*	59
3. Administrators and/or managers	41	19	40*	49	14	20

Exhibit reads: Fifty-two percent of SA coordinators and 40 percent of LFP coordinators reported that retaining instructional staff was a major or moderate challenge in their facilities.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Sources: SA Coordinator survey, item D13 ($n = 62$); LFP Coordinator survey, item D11 ($n = 538$).

Exhibit C-6.   **Percentage of state agency and local facility program coordinators reporting that their facilities used screenings or assessments to identify various academic and behavioral needs and issues, by type of coordinator and facility, 2016–17**

Purpose	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Identifying whether a student is performing at grade level	99	93	98	100	97*	85
2. Identifying academic content areas or skill gaps the student needs to address	99	92	98	100	96*	83
3. Identifying mental health issues	72	77	85*	62	77	82
4. Identifying behavioral concerns	74	85	82*	65	83	86
5. Assessing English language proficiency	85	73	81	80	86*	68
6. Identifying or evaluating the need for special education	93	86	90	90	91*	80
7. Identifying alcohol or other substance problems	76	68	88*	61	71	69

Exhibit reads: Ninety-nine percent of SA coordinators and 93 percent of LFP coordinators reported that their funded facilities used youth risk and needs screenings and assessments to identify whether a student was performing at grade level.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Sources: SA Coordinator survey, item C1 ($n = 63$); LFP Coordinator survey, item C1 ($n = 543$).

Exhibit C-7. Percentage of state agency coordinators and local facility program coordinators reporting that their facilities used computers for various educational purposes, by type of coordinator and facility, 2016–17

Purpose	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Curriculum delivery	85	88	80	77	88	84
2. Credit recovery programs	62	67	59*	80	62	66
3. Supplemental instruction or intervention	85	78	90*	68	78	75

Exhibit reads: Eighty-five percent of SA coordinators and 88 percent of LFP coordinators reported that their funded facilities used computers for curriculum delivery.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item A19 (n = 63); LFP Coordinator survey, item A18 (n = 546).

Exhibit C-8. Percentage of SA and LFP coordinators reporting that their facilities offered various career and technical education occupational programs, by type of coordinator and facility, 2016–17

Program	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Agriculture and natural resources	56	55	66	57	59	47
2. Business	64	49	71*	41	48	32
3. Communication and design	39	43	42*	31	54*	32
4. Computer and information sciences	68	58	72*	71	61*	40
5. Construction and architecture	79	40	94*	35	42*	26
6. Consumer and culinary services	78	64	82	81	67*	50
7. Engineering technologies	20	25	24*	10	24	18
8. Health sciences	20	43	18*	41	32*	51
9. Manufacturing	33	29	44*	11	27	29
10. Marketing	29	22	27*	46	18	24
11. Public services	28	35	27	25	22	34

Exhibit reads: Fifty-six percent of SA coordinators and 55 percent of LFP coordinators reported that their funded facilities offered career and technical education occupational programs in agriculture and natural resources.

Notes: LFP respondents include only those coordinators who responded affirmatively to a previous question about whether CTE programs were offered: LFP Coordinator survey, item C30 (n = 553). All SA coordinators were asked about the types of CTE programs offered. Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C21 (n = 60); LFP Coordinator survey, item C32 (n = 261).

Exhibit C-9. Percentage of state agency coordinators and local facility program coordinators reporting that their facilities used various services to support students with disabilities, by type of coordinator and facility, 2016–17

Service or support	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Self-contained special education class/classroom (students with disabilities are taught in a class made up solely of students with disabilities for the entire instructional day)	34	22	34	29	16*	27
2. Pull-out services (students with disabilities are provided instruction in a separate setting by a special education teacher for part of the instructional day)	67	51	74	63	56	46
3. In-class services (a special education teacher provides instructional or related services to students with disabilities, individually or in small groups, in the general education setting)	91	75	91	91	84*	57
4. Team teaching (a general and special education teacher share teaching responsibilities for all or part of the instructional day)	70	53	74*	64	58*	44
5. Modified curriculum delivered by a general education teacher	91	77	87	90	86*	61

Exhibit reads: Thirty-four percent of SA coordinators and 22 percent of LFP coordinators reported that their funded facilities used self-contained special education classes or classrooms to support students with disabilities.

Notes: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C15 (n = 63); LFP Coordinator survey, item C18 (n = 539).

Exhibit C-10. Percentage of state agency and local facility program coordinators reporting that their facilities used various learning models to support English learners, by type of coordinator and facility, 2016–17

Service or support	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. English as a second language (ESL) pullout (students who are English language learners are removed from the general education setting and provided ESL instruction in a separate setting by an ESL teacher for part of the instructional day)	57	38	67	44	46*	16
2. Sheltered instruction (ESL content-area classes with English immersion mainstreaming)	39	53	41*	0	49	54
3. Newcomer program or high-intensity language training (students who are English language learners receive ESL instruction for the majority of the day, with mainstream electives)	19	9	13*	0	9	5
4. Dual immersion (two languages taught throughout the day)	13	7	19*	0	7	6

Exhibit reads: Of those whose facilities served English learners, 57 percent of SA coordinators and 38 percent of LFP coordinators reported that their facilities used English as a second language pullout instruction to support English learners.

Notes: Respondents include only those coordinators who responded affirmatively to a previous question about whether they served youth who were English learners: SA Coordinator survey, item C16 (*n* = 64) and LFP Coordinator survey, item C21 (*n* = 553). Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C17 (*n* = 39); LFP Coordinator survey, item C22 (*n* = 217).

Exhibit C-11. Percentage of youth with various transition plan statuses upon arrival and while in placement in state and local facilities, by type of facility, 2016–17

Transition plan status	State facilities	Local facilities	State juvenile or adult justice facilities	State child welfare facilities	Local juvenile corrections or detention facilities	Local child welfare facilities
1. Enter the facility/program with a transition plan from a prior placement	15	25	19*	15	16*	38
2. Have a transition plan created upon arrival	56	60	55	61	65	55
3. Have a transition plan modified while in placement	65	54	75	68	53*	66

Exhibit reads: Fifteen percent of youths in state facilities and 25 percent of youths in local facilities entered the facility with a transition plan from a prior placement.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.

Exhibit C-12. Percentage of state agency coordinators and local facility program coordinators reporting that youth were substantially involved in various aspects of transition planning, by type of coordinator and facility, 2016–17

Transition planning activity	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Identifying their own strength and needs	72	63	85	59	61	74
2. Identifying their goals and objectives	75	63	85	74	63	72
3. Informing education plans	65	46	78*	56	51	49

Exhibit reads: Seventy-two percent of SA coordinators and 63 percent of LFP coordinators reported that youth were substantially involved in identifying their own strengths and needs as part of transition planning.

Notes: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C33 (*n* = 62); LFP Coordinator survey, item C34 (*n* = 540).

Exhibit C-13. Percentage of state agency coordinators and local facility program coordinators reporting that parents and family members were substantially involved in various aspects of transition planning, by type of coordinator and facility, 2016–17

Transition planning activity	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Identifying children and youth strength and needs	16	23	12*	47	27	30
2. Identifying children and youth goals and objectives	14	21	11*	37	27	19
3. Deciding education plans	16	18	15	37	24	16

Exhibit reads: Sixteen percent of SA coordinators and 23 percent of LFP coordinators reported that parents and family members were substantially involved in identifying children and youths' strengths and needs as part of transition planning.

Notes: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C34 (*n* = 62); LFP Coordinator survey, item C35 (*n* = 540).

Exhibit C-14. Percentage of youth who had transition progress and outcomes tracked while in placement and after exiting state and local facilities, by type of facility, 2016–17

Transition tracking status	State facilities	Local facilities	State juvenile or adult justice facilities	State child welfare facilities	Local juvenile corrections or detention facilities	Local child welfare facilities
1. Are monitored for progress at regular intervals toward transition plan outcomes	77	76	85*	66	73	78
2. Are assessed for progress toward transition goals/outcomes prior to exit	76	72	83*	62	68	72
3. Are assessed for progress toward transition goals/outcomes after exit	31	30	41*	23	35	31

Exhibit reads: Eighty-five percent of youths in juvenile or adult justice state facilities and 66 percent of youths in child welfare state facilities were monitored at regular intervals toward transition plan outcomes.

Notes: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Sources: SA Coordinator survey, item C32 ($n = 53$); LFP Coordinator survey, item C33 ($n = 520$).

Exhibit C-15. Percentage of state agency coordinators and local facility program coordinators reporting that their facilities offered various aftercare services to youth who exited placement, by type of coordinator and facility, 2016–17

Aftercare service	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Financial support	36	12	47*	19	13	15
2. General education support	59	51	66	68	63*	42
3. Job/employability training	47	23	48	46	28	24
4. Mental and/or behavioral health counseling	49	48	57*	46	46	52
5. Substance abuse counseling	48	32	55*	46	29	35
6. Career and technical education support	48	28	59*	37	28	29

Exhibit reads: Thirty-six percent of SA coordinators and 12 percent of LFP coordinators reported that instructional staff often teaching outside the content area in which they were credentialed was a major or moderate challenge in their facilities.

Notes: TANF = Temporary Assistance for Needy Families; SNAP = Supplemental Nutrition Assistance Program. Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *$p < .05$.
Sources: SA Coordinator survey, item C39 ($n = 60$); LFP Coordinator survey, item C40 ($n = 538$).

Exhibit C-16. Percentage of state agency and local facility program coordinators reporting various durations of aftercare service provided to youth who exited facilities, by type of coordinator and facility, 2016–17

Aftercare duration	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Less than 2 months	45	49	57*	44	41	48
2. 2 months - less than 6 months	17	13	12*	29	13	6
3. 6 months - less than 8 months	7	5	7*	17	10*	2
4. 8 months or more	12	9	14	10	8*	15
No response	19	24	9	0	27	29

Exhibit reads: Forty-five percent of SA coordinators and 49 percent of LFP coordinators reported that their facilities provided aftercare services for less than two months.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C38 (n = 54); LFP Coordinator survey, item C39 (n = 497).

Exhibit C-17. Percentage of state agency coordinators and local facility program coordinators reporting that their facilities collaborated with various external partners to support youth transition, by type of coordinator and facility, 2016–17

External partner	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Community-based organizations	70	72	72	74	73	80
2. Community schools and districts	60	88	56	61	89	91
3. Employers	45	35	42	41	32	39
4. Health services	80	82	81	79	81	84
5. Justice and law enforcement	76	81	74	77	87*	66
6. Social services and child and family services	63	87	68	74	83*	96
7. Workforce development	72	49	70	79	47	55

Exhibit reads: Seventy percent of SA coordinators and 72 percent of LFP coordinators reported that their facilities collaborated closely with community-based organizations to support youth transition.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C39 (n = 60); LFP Coordinator survey, item C40 (n = 538).

Exhibit C-18. Percentage of state agency and local facility program coordinators reporting that their facilities used various methods to measure youths' educational outcomes while in placement, by type of coordinator and facility, 2016–17

Outcome measurement method	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Standardized summative assessments	84	85	89*	100	81	85
2. Standardized formative assessments	93	90	94*	100	91	93
3. Informal assessments	95	96	97*	90	100*	95
4. Course grades	76	92	76*	90	91	85
5. Course credits	73	89	68*	90	90	86

Exhibit reads: Of those with facilities that measured youths' education outcomes while in placement, 84 percent of SA coordinators and 85 percent of LFP coordinators reported that their facilities used standardized summative assessments.

Notes: Respondents include only those coordinators who responded affirmatively to a previous question about whether they assessed youths' educational outcomes while in placement: SA Coordinator survey, item E1 (*n* = 64) and LFP Coordinator survey, item E2 (*n* = 553). Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item E2 (*n* = 61); LFP Coordinator survey, item E3 (*n* = 466).

Exhibit C-19. Percentage of state agency and local facility program coordinators reporting that it was somewhat or very difficult for their facilities to track outcomes for youth who exited placement, by type of coordinator and facility, 2016–17

Level of difficulty	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Somewhat or very difficult	88	94	93	91	92*	97
No response	4	1	0	0	0	1

Exhibit reads: Eighty-eight percent of SA coordinators and 94 percent of LFP coordinators reported that it was somewhat or very difficult for their facilities to track outcomes of youth who exited placement.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C40 (*n* = 62); LFP Coordinator survey, item C41 (*n* = 547).

Exhibit C-20. Percentage of state agency coordinators and local facility program coordinators reporting whether or not facilities could track outcomes for youth after exit, by type of coordinator and facility, 2016–17

Ability to track	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. Yes, for some or all youth	41	53	47*	37	62*	39
No response	1	1	0	0	0	3

Exhibit reads: Forty-one percent of SA coordinators and 53 percent of LFP coordinators reported that their facilities were able to track outcomes for some or all youth after exit.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item E4 (*n* = 64); LFP Coordinator survey, item E5 (*n* = 553).

Exhibit C-21. Percentage of state agency and local facility program coordinators reporting that their facilities faced major or moderate challenges tracking outcomes for youth who exited placement, by type of coordinator and facility, 2016–17

Challenge	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. State laws or other regulations that prohibit contact with youth post-exit	63	49	63	64	43	48
2. Federal, state, or local privacy policies	64	49	59*	72	41	56
3. Lack of facility/program staff, funding, or other resources to track youth	82	72	81	81	65	74
4. Lack of willingness/cooperation from youth's post-exit placement(s)	84	66	85*	91	67	64
5. Lack of student information systems	75	65	77*	81	66	68
6. Disconnected/soiled student information systems	77	59	74*	90	65	57

Exhibit reads: Sixty-three percent of juvenile or adult justice SA coordinators and 64 percent of child welfare SA coordinators reported state laws or other regulations prohibiting contact with youth post-exit was a major or moderate challenge to tracking outcomes for youth who exited placement.

Note: Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item C41 (*n* = 63); LFP Coordinator survey, item C42 (*n* = 529).

Exhibit C-22. Percentage of state agency and local facility program coordinators reporting that their facilities tracked various, long-term, education-related outcomes for youth who exited placement, by type of coordinator and facility, 2016–17

Outcome	SA coordinators	LFP coordinators	State juvenile or adult justice coordinators	State child welfare coordinators	Local juvenile corrections or detention coordinators	Local child welfare coordinators
1. High school course credits awarded	54	76	35*	100	77	69
2. High school graduation rates and/or diplomas awarded	63	74	51*	100	64	79
3. High school equivalency certificates earned	68	69	67*	74	73	64
4. High school dropout rates	27	55	19	53	47	60
5. Postsecondary education acceptance/enrollment	61	54	62	47	37*	64
6. Postsecondary education dropout/incompletion rates	30	30	30*	0	25	40
7. Career and technical certificates awarded	50	46	46	24	45	40
8. Technical or training school acceptance, enrollment, or apprenticeships	50	47	51	24	50	46
9. Employment and other labor market outcomes	65	42	62*	100	30*	57

Exhibit reads: For those with facilities that could track youth outcomes after exit, 54 percent of SA coordinators and 76 percent of LFP coordinators reported that their facilities tracked high school course credits awarded.

Notes: Respondents include only those coordinators that responded affirmatively to a previous question about whether they could track long-term outcomes for students after exiting placement: SA Coordinator survey, item E4 (n = 64) and LFP Coordinator survey, item E5 (n = 553). Asterisks indicate a statistically significant difference between justice and child welfare coordinators: *p < .05.
Sources: SA Coordinator survey, item E5 (n = 29); LFP Coordinator survey, item E6 (n = 274).