

**Annual Evaluation**

**FY16**

**(2015-2016)**

**Title I, Part D, Subpart 2 (LEA)**

***Prevention and Intervention Programs for Children and Youths who are Neglected, Delinquent, or At-Risk***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| Subgrantee (Name of the LEA) | | | | |
|  | | |  |  |
| Name and Title of LEA Authorized Party | | |  | Name and Title of LEA Contact Person |
|  | | |  |  |
| LEA Mailing Address (Street, City, State, Zip) | | |  | Mailing Address (Street, City, State, Zip) |
|  | | |  |  |
| LEA Telephone | | |  | Telephone |
|  | | |  |  |
| LEA Fax | | |  | Fax |
|  | | |  |  |
|  | | |  |  |
|  | | |  | |
| Authorized Party Signature: | |  | | | |
|  | | | | | |
| Date: |  | | | | |

Section 1431 of Title I, Part D requires local educational agencies (LEAs) that conduct programs under subpart 2 to evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age to determine the program’s effect on the ability of participants to:

* Maintain and improve educational achievement;
* Accrue school credits that meet state requirements for grade promotion and secondary school graduation;
* Make the transition to a regular program or other education program operated by a LEA;
* Complete secondary school or secondary school equivalency requirements; and
* Obtain employment after leaving the institution for neglected or delinquent children and youth and, as appropriate, participate in postsecondary education and job training.

In conducting the evaluation, each LEA shall use multiple and appropriate measures of student progress. Each LEA must submit results of the evaluation to the state educational agency (SEA) and use the results to plan and improve subsequent programs for participating children and youths.

Title I, Part D, Subpart 2 (LEA) programs should be designed with the expectation that children and youths will have the opportunity to meet the same challenging state academic content and academic achievement standards that all children in the State are expected to meet. To the extent feasible, evaluations should be tied to the standards and assessment system that the State or LEA has developed for all children.

This annual evaluation is for the program year of July 1, 2015 through June 30, 2016. This form may be accessed electronically at [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Neglected-and-Delinquent-Children-Links.aspx](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Neglected-and-Delinquent-Children-Links.aspx). Look for the document entitled “Annual Evaluation – FY16 (Local Education Agency) N&D Sub 2” located under the heading “Part D Documents.”

**Due Date:** On or before **Friday, September 9, 2016**

**The completed document must be submitted to the following address:**

Whittney Mitchell

Neglected or Delinquent Programs

Georgia Department of Education

205 Jesse Hill Jr. Drive

1854 Twin Towers East

Atlanta, Georgia 30334

**In lieu of a paper copy, a scanned copy can be submitted via email at:**

[wmitchell@doe.k12.ga.us](mailto:sodavis@doe.k12.ga.us)

If you have questions or concerns, please contact Whittney Mitchell, Grants Consultant by telephone at (404) 656-4148 or by email at [wmitchell@doe.k12.ga.us](mailto:sodavis@doe.k12.ga.us)

**PROGRAM REPORT**

**Programs and Facilities – Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the July 1, 2015 through June 30, 2016 reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. Below the table is an FAQ about the data collected in this table.

**Table #1**

|  |  |  |
| --- | --- | --- |
| **[**2.4.1.1.x.x.]  **LEA Program/Facility Type** | **# Programs/Facilities** | **Average Length of Stay (# days)** |
| At-risk programs |  |  |
| Neglected programs |  |  |
| Juvenile detention |  |  |
| Juvenile corrections |  |  |
| Other |  |  |
| **Total** |  |  |

How many of the programs listed in the table above are in a multiple purpose facility?

|  |  |
| --- | --- |
|  | **#** |
| Programs in a multiple purpose facility |  |

**FAQ on average length of stay:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**Students Served – Subpart 2**

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the 2015-2016 reporting year.

In the Table #2, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term.

In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age.

**Table #2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **# of Students Served** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| **Total** Unduplicated Students Served |  |  |  |  |  |
| **Total** Long Term Students Served |  |  |  |  |  |

**Table #3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Race/Ethnicity** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| American Indian or Alaska Native |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black or African American |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |
| White |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |
| **Total** |  |  |  |  |  |

***The sum of the categories in Table #3 above must equal the “Total Unduplicated Students Served” from Table #2.***

**Table #4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sex** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
| Total |  |  |  |  |  |

***The sum of the categories in Table #4 above must equal the “Total Unduplicated Students Served” from Table #2.***

**Table #5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| 3-5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |
| 16 |  |  |  |  |  |
| 17 |  |  |  |  |  |
| 18 |  |  |  |  |  |
| 19 |  |  |  |  |  |
| 20 |  |  |  |  |  |
| 21 |  |  |  |  |  |
| Total |  |  |  |  |  |

***The sum of the categories in Table #5 above must equal the “Total Unduplicated Students Served” from Table #2.***

If the total number of students differs by demographics, please explain below.

|  |
| --- |
| **Comments:** |

##### FAQ on Unduplicated Count:

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

##### FAQ on long-term:

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

**Students Subgroups– Subpart 2**

In the table below, provide the number of neglected and delinquent students who were identified as having disabilities and/or who are limited English proficient (LEP) in State Agency Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the 2015-2016 reporting year.

**Table #6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **# of Students Served** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| Students with Disabilities **(IDEA)** |  |  |  |  |  |
| Limited English Proficiency Students **(LEP)** |  |  |  |  |  |

**Transition Services – Subpart 2**

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are legally able to track student outcomes after leaving the program or facility by checking YES or NO. If no, provide a comment below. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

**Table #7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **# of Students Served** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| Are facilities in your State **legally** able to collect data on student outcomes after exit? | Yes  No | Yes  No | Yes  No | Yes  No | Yes  No |
| Number of Students Receiving **Transition Services** that address further schooling and/or employment |  |  |  |  |  |

If some but not all facilities are legally able to collect data on student outcomes after exit, provide a comment explaining the reasoning.

If it is legally allowable to collect the data, but data collection did not occur provide a comment explaining the reason collection did not occur.

**Comment:**

**Academic and Vocational Outcomes – Subpart 2**

Provide the unduplicated number of students who attained academic and vocational outcomes while in the LEA program/facility by type of program/facility. Additionally, provide the unduplicated number of students who attained academic and vocational outcomes or within 90 calendar days after exit, by type of program/facility.

**Table #8**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **# of Students Who** | **Neglected Programs** | | **Juvenile Detention** | | **Juvenile Corrections** | | **At-Risk Programs** | | **Other Programs** | |
|  | In facility | 90 days after exit | In facility | 90 days after exit | In facility | 90 days after exit | In facility | 90 days after exit | In facility | 90 days after exit |
| Enrolled in their local district school |  |  |  |  |  |  |  |  |  |  |
| Earned high school course credits |  |  |  |  |  |  |  |  |  |  |
| Enrolled in a GED program |  |  |  |  |  |  |  |  |  |  |
| Earned a GED |  |  |  |  |  |  |  |  |  |  |
| Obtained high school diploma |  |  |  |  |  |  |  |  |  |  |
| Accepted and/or enrolled into postsecondary education |  |  |  |  |  |  |  |  |  |  |
| Enrolled in job training courses/programs |  |  |  |  |  |  |  |  |  |  |
| Obtained employment |  |  |  |  |  |  |  |  |  |  |

**Academic Performance (Reading) – Subpart 2**

Provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-testing and post-testing in reading. Long-term refers to students who were enrolled for at least 90 consecutive **calendar days** from July 1, 2015 through June 30, 2016. In row 1 of Table #9, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Complete the remaining performance data items in Table #9 and Table #10. Report only information on student’s most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Students should be reported in only one of the four change categories.

**Table #9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Data (Based on most recent pre/post-test data)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| Long-term students who tested below grade level upon entry |  |  |  |  |  |
| Long-term students who have completed both a pre-test and post-test |  |  |  |  |  |
| Long-term students who completed a pre-test but not a post-test |  |  |  |  |  |
| Long-term students who completed a post-test but not a pre-test |  |  |  |  |  |
| Long-term students who completed neither a post-test or a pre-test |  |  |  |  |  |

Of the long-term students who have completed both a pre-test and post-test (reported in “row 2” in Table #9 above), indicate the number who showed:

**Table #10**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Data (Based on most recent pre/post-test data)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **At-Risk Programs** | **Other Programs** |
| Negative grade level change from pre-test to post-test exams |  |  |  |  |  |
| No change in grade level from pre-test to post-test exams |  |  |  |  |  |
| Improvement up to one full grade level from the pre-test to post-test exams |  |  |  |  |  |
| Improvement of more than one full grade level from the pre-test to post-test exams |  |  |  |  |  |

***The sum of the categories in Table #10 must equal the number of “long-term students who have completed both a pre-test and post-test” (as reported in row two of Table #9).***

**Academic Performance (Mathematics) – Subpart 2**

Provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-testing and post-testing in mathematics. Long-term refers to students who were enrolled for at least 90 consecutive **calendar days** from July 1, 2015 through June 30, 2016. In row 1 of Table #9, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Complete the remaining performance data items in Table #9 and Table #10. Report only information on student’s most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Students should be reported in only one of the four change categories.

**Table #11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Data (Based on most recent pre/post-test data)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| Long-term students who tested below grade level upon entry |  |  |  |  |  |
| Long-term students who have completed both a pre-test and post-test |  |  |  |  |  |
| Long-term students who completed a pre-test but not a post-test |  |  |  |  |  |
| Long-term students who completed a post-test but not a pre-test |  |  |  |  |  |
| Long-term students who completed neither a post-test or a pre-test |  |  |  |  |  |

Of the long-term students who have completed both a pre-test and post-test (reported in “row 2” in the table above), indicate the number who showed:

**Table #12**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Data (Based on most recent pre/post-test data)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| Negative grade level change from pre-test to post-test exams |  |  |  |  |  |
| No change in grade level from pre-test to post-test exams |  |  |  |  |  |
| Improvement up to one full grade level from the pre-test to post-test exams |  |  |  |  |  |
| Improvement of more than one full grade level from the pre-test to post-test exams |  |  |  |  |  |

***The sum of the categories in Table #12 must equal the number of “long-term students who have completed both a pre-test and post-test” (as reported in row two of Table #11).***

**2015-2016 Title I, Part D, Subpart 2 (Local educational Agency) program evaluation**

**1. Evaluation of Authorized Activities**

Provide a brief narrative evaluating the authorized activities carried out under this program as proposed in your application for funding.

* List all activities proposed in your approved 2015-2016 LEA Application.
  + Describe the success or lack of success of **each listed activity** and the rationale for this success or lack of success.

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|  |

**2. Overall Evaluation of the Implemented 2015-2016 Title I, Part D, Subpart 2 grant program activities.**

Provide a brief narrative on the overall success or lack of success of your 2015-2016 Title I,

Part D, Subpart 2 (LEA) grant program activities.

* + - Describe any areas that were particularly successful, the rationale for that success and steps to maintain and enhance these areas.
    - Describe any areas that were not as successful as planned, the rationale for this occurrence and steps planned to improve these areas.

|  |
| --- |
|  |