

Title I Part D: Neglected and Delinquent FY15 Data Review and FY16 Needs Assessment

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A review of the 2014-2015 data for the Title I, Part D: Neglected and Delinquent (N&D) grant was undertaken to assess the performance of the programs that were supported.¹ It is important to recognize that the students who participate in the N&D program are transient. It is not atypical for students to flow between traditional district sites and N&D sites or to leave the District.

Activity 1: Alternative Education Classroom Assistants

Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension data are available for at least two of the 3 possible time points for 39 students who were enrolled in the Phoenix Naples and Phoenix Immokalee programs. Of the students with ample scores (at least 2 at any assessment period), 20 out of 39 students (51.3%) showed a gain, 16 students (41.0%) showed a decrease and 3 students (7.7%) showed no change. Students, on average, showed a 4.0 point decrease from pre-test and post-test scores (pre-test=453.3; post-test 449.3). The supportive environment needs to continue for these students to be successful. Three Supplemental Alternative Education Classroom Assistants will be hired in FY16 to support students in meeting Florida Standards and attain academic proficiency in Reading. This activity will increase the level of quality of the basic educational program provided by allowing more individualized attention to Phoenix (Naples & Immokalee) and New Beginning Immokalee students.

Activity 2: Supplemental Reading Coach for At-Risk Students

Students who attend the Alternative Site programs demonstrate academic need in the area of reading. For FY16, the program has elected to fund a Reading Coach to provide supplemental and site-based staff development and mentoring to instructional staff at Alternative Sites. The Reading Coach prioritizes the students and determines the level of service through progress monitoring and data analysis, according to their academic performance and will target the most academically at risk students first – those at Level 1 or 2 on the state assessment – by providing coaching to the teachers of students at Alternative sites to build the instructional capacity of teachers.

¹ A special thank you to Jenny Cruz, Federal Grants Specialist, for her assistance compiling the data utilized within this report.

Activity 3: Course Recovery Summer Program

Students who attend Phoenix and New Beginnings programs in Naples and Immokalee are not eligible for District summer school programs. Two labs, operated by 4 teachers, were open for eligible New Beginnings and Phoenix students to prepare for the EOC exams, recover middle school courses, and/or earn high school credits during the summer. The school sites supported by this activity had a total of 49 students enrolled and students completed 62 courses. Twenty-one students completed 1 course; 17 completed 2 or more courses; and 11 students began a course during the summer. Compared to the previous summer, the summer 2015 was a tremendous success. Enrollment increased by 50% and three times as many courses were completed in summer 2015 compared to the previous summer. The program is slated to continue in FY16.

Activity 4: Transition Services Summer Program

Transition services service provided by following-up with New Beginnings students (Naples and Immokalee) over the summer to facilitate a smooth transition to school in August. A total of 128 families were contacted as a result of this transition program. The transition team conducted a total of 188 home visits and 109 phone calls. Staff conducted on average 5 home visits and 5 phone calls (Immokalee), and 7 home visits and 3 phone calls (Naples) per day. Eighty-seven families received at least 1 home visit. Compared to the previous summer, an additional 13 students received a home visit. The program is slated to continue in FY16.

Measuring Effectiveness in FY16

Effectiveness for Activities 1 and 2 will be measured using Collier's District reading performance assessment (such as Quarterly Benchmark Assessment (QBA) or end of course exams). Upon the completion of 2015-2016, students' progress will be compared to scores on the 2014-2015 district assessment. For Activity 3, program will be evaluated by the number of credits recovered. For Activity 4, success of the program will be evaluated by tracking the number and type (phone call/home visit) of contacts made with students/parents as well as what was addressed during the meeting with student/parent.

FY15 N&D Grant Implementation Review

As shown in Table 1, all activities provided as part of the FY15 Title I, Part D N&D grant were fully implemented. Staff hiring were confirmed by reviewing the federal staffing rosters by the ESEA Manager who coordinates the Title I, Part D program.

Table 1. FY15 Title I, Part D Activities Implementation Review

ACTIVITIES	LEVEL OF IMPLEMENTATION		
	FULL	PARTIAL	NONE
Alternative education classroom assistant to render supplemental instruction.	X		
Supplemental Guidance Counselor to provide supplemental counseling services.	X		
Implement course recovery summer program	X		
Implement transition services summer program	X		

FY15 Consolidated State Performance Report (CSPR) Reporting

Table 2 shows data reported to FLDOE that represent the 2014-15 Title I, Part D Grant Year (7/1/14 - 6/30/15).

Table 2. FY15 CSPR At Risk Programs: Programs and Facilities, Transition Services in Subpart 2 Vocational Outcomes While in the LEA Program/Facility

LEA Programs and Facilities	Number of Facilities	Average Length of Stay
At-risk programs	4	186 Days
Transition Services		At-risk Programs
Are facilities in your state able to collect data on student outcomes after exit?		Yes
Number of students receiving transition services that address further schooling and/or employment.		69
Academic and Vocational Outcomes		At-risk Programs
Enrolled in their local district school		283
Earned high school course credits		105
Enrolled in a GED program		2
Earned a GED		0
Obtained high school diploma		16
Accepted and/or enrolled into post-secondary education		N/A
Enrolled in job training courses/programs		N/A
Obtained employment		N/A

Source: Collier CSPR Report, July 2015

Recommendations

- 1) Continue to plan a summer program to include middle school course recovery as well as credit recovery and EOC preparation for high school age students currently enrolled in CCPS Phoenix Program or New Beginnings sites.
- 2) Continue to review available district assessment to be viable options for the Consolidate State Performance Report (CSPR) report.