# **Kentucky Department of Education**

# **Office of Continuous Improvement and Support**

# **Title I, Part D Subpart 1 Monitoring Checklist**

| **State Agency (SA)** | **State Agency Staff:**  | **Date of Interview** | **KDE Monitoring Staff** |
| --- | --- | --- | --- |
| [ ]  Department of Corrections (DOC)[ ]  Department of Juvenile Justice (DJJ) |  |  |  |

| **Facilities and Programs Served by SAs in SY XX** | **SY XX Allocation Summary for Subpart 1** |
| --- | --- |
| **Adult Facilities:** Click or tap here to enter text.**Juvenile Facilities:** Click or tap here to enter text.**Community Day Programs:** Click or tap here to enter text.**Youth Development Centers:** Click or tap here to enter text.**Other Programs:** Click or tap here to enter text. | **Total State Agency Award:** $Click or tap here to enter text.**Administration Reservation:** $Click or tap here to enter text.**Other Reservation, if applicable:** $Click or tap here to enter text. |

The Kentucky Department of Education (KDE) monitoring of the Title I, Part D Subpart 1 program assesses the extent to which state agency (SA) Title I, Part D programs/subgrantees are implementing the program consistent with the fiscal, administrative and program requirements contained in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance: 2 Code of Federal Regulations (CFR) Part 200), the Education Department General Administrative Requirements (EDGAR), and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). KDE will complete this document as a record of the review of State Agency Title I, Part D, Subpart 1 programs. The following checklist is used in the evaluation of a Title I, Part D Subpart 1 program’s activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

This checklist directly aligns with the Title I, Part D requirements of the Every Student Succeeds Act (ESSA). Each section contains several monitoring questions that will be evaluated individually. Documentation must be uploaded for Kentucky Department of Education (KDE) review. Required and suggested documentation to be submitted is listed with each indicator. However, KDE staff may request additional pieces of evidence on an as needed basis. Further, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question.  **Please ensure any personally identifiable information (PII) is redacted prior to uploading evidence for KDE review.**

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that KDE staff have observed in other institutions that may enhance program effectiveness. Please contact Monica Higgins at (502) 564-3791 for additional clarification.

The purpose of Title I, Part D, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA) is as follows:

## **Subpart 1: SEC. 1401. Purpose**

1. To improve educational services for children and youth in local and tribal state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic standards that all children in the state are expected to meet
2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

**Self-Evaluation, Feedback and Next Steps**

Program Self-Evaluation (to be discussed during on-site monitoring visit):

* Successes: What are your program’s greatest strengths?
* Challenges: What do you most want to improve?

Post Monitoring Feedback:

* Strengths
* Recommendations

Next Steps (after visit):

* Two weeks to upload any requested items
* Within four to six weeks, a report will be prepared and emailed**.**

## **Fiscal Management/ Use of Funds [Section 1415, Parts 76 and 200 of EDGAR]**

The state agency should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the local audits on KDE’s site. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements?** |
| --- | --- | --- | --- | --- |
| 1. Staffing and financial expenditures/obligations are consistent with the approved GMAP application. [See [34 CFR 76.700](https://www.ecfr.gov/current/title-34/subtitle-A/part-76/subpart-G/subject-group-ECFRae39e5300d1271f/section-76.700)]

**Required Documentation:** Detailed month-to-date MUNIS budget/ e-mars budget report with purchase order-level details for the current fiscal year (313X) budgeting and expenditures to date. | How do you ensure that expenditures align with the approved GMAP application? How often do you meet to align? Who is at the table? What does the process look like?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. The most recent financial audit is free of any Title I, Part D findings. If there were findings, they have been resolved or are in the process of being resolved. [See Parts 76 and 200 of EDGAR.]

**Suggested Documentation:** Local audits can be found on the KDE website. Upload evidence if any Title I, Part D findings have occurred and not been resolved. | Are there any recent financial audits of Title I, Part D findings? If so, have the findings been resolved or in the process of being resolved?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Quarterly financial expenditure reports are accurate and submitted on time to the KDE finance office, and reimbursement has been requested in a timely manner. [See Parts 76 and 200 of EDGAR]

**Suggested Documentation:** Finance department will confirm. | Are quarterly financial expenditure reports accurate and submitted on time? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| * 1. The SA has standard allowability procedures in place and uses them for purchasing. The procedures, at minimum, address whether purchases are reasonable, allocable, necessary and documented. [See Parts 76 and 200 of EDGAR and [2 CFR 200.302](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/section-200.302)(b)(7)]

**Required Documentation**: The SA’s allowability procedures. | What is the process to make a purchase with Title I, Part D funds? How do you ensure it’s reasonable, allocable, necessary, and documented? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 5. The state agency has appropriately tagged/ identified Title I, Part D assets/ equipment. [See Parts 76 and 200 of EDGAR, 2 CFR 200.302(b)(7) and 2 CFR 200.318.]Internal controls, including an inventory of Title I, Part D purchases where applicable, are in place. [See Parts 76 and 200 of EDGAR, 2 CFR 200.302(b)(7) and 2 CFR 200.318.] * Inventory log and evidence that the district has appropriately tagged/identified Title I, Part D assets/equipment.
* Sampling of assets/equipment with barcodes, labels, or other markings *(required if non-consumables have been purchased).*

**Suggested Documentation**: Internal process or procedures to ensure the safeguarding of assets purchased with Title I, Part D funds. | How are Title I, Part D items secured or tagged and identified?“With Title I funds, it is strongly recommended (but not required) to tag computing devices, supplies and pilferable items that fall below the equipment threshold as these items tend to get lost/stolen at a higher rate than other supplies.”How does the SA dispose of equipment purchased with Title I, Part D funds?Describe your inventory process. | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 6. The SA has reserved and used the proper amount for transition (15- 30%) of the award. [See Section 1415 (b)- Use of funds and Section 1418 (a).]**Required Documentation:** * SA’s GMAP application
* Expenditure reports showing the reservation of (15- 30 %) of the award for transition.
 | How do you ensure you reserve and use the correct amount of funding for transitional funding?How does the state agency ensure that funds are being used to supplement and not supplant the regular program of instruction?   | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 7. Title I, Part D records are retained for a period of three years from the date of submission of the final expenditure report. [See Parts 76 and 200 of EDGAR and 2 CFR 200.334.] **Suggested Documentation**: Records retention policies and procedures. | Expenditure reports are recommended to be retained for five years.Describe your record retention process. How long do you retain Title I, Part D records? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 8. The district has written procedures in place for time and effort. These written procedures should include instructions for: * The completion of time and attendance reporting.
* The approval cycle that is required.
* The processing of personnel charges to federal awards.
* The internal review process that will be established to ensure effective internal control over the federal award. [See 2 CFR 200.430(i).].
* The necessary adjustment required so that the final amount charged to the federal award for the salary is accurate, allowable and properly allocated (See 2 CFR 200.430 (i)(8)). This justification must occur at least annually. [See 2 CFR 200.430(i).]

**Required Documentation**: Written time and effort procedures for how the district will ensure that personnel charges to federal awards are accurate, allowable and properly allocated, including a process for after-the fact review of interim charges made to the federal award based on budget estimates (*required if paying for staff*). | Describe your procedures for documenting time and effort for staff. | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 9. The district maintains documentation for any employees paid in full or in part with Title I, Part D funds to support the allocability, veracity and accuracy of the work performed. [See 2 CFR 200.430 (i).] **Required Documentation:** Documentation to support the allocability, veracity and accuracy of the work performed for all employees paid in whole or in part with Title I, Part D funds. Signed, dated semi-annual certification and/or monthly personnel activity (PAR) reports, or another prior KDE-approved documentation system (*required if paying for staff*). | Do you have payroll records or other supporting documentation for the employees at the state agency level paid in full or partially from Title I, Part D, Subpart 1?  | Click or tap here to enter text.  | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 10. Funds provided to SAs must be used for programs that serve youth returning to local schools from a child welfare system, justice system and correctional system, to assist in the transition of such children to the school environment and help them remain in school to complete their education. [See ESSA 1415 (2)(A)(iii).]**Required Documentation:** * Individual Graduation Plans w/input from youth.
* Transition plans.
* Transition records and procedures.
* Tracking placement documents.
 | Describe how Title I-D, Subpart 1 funds are providing targeted services for youth who have encountered both the child welfare system and the justice system or correctional system.How are Title I-D, Subpart 1 funds being used and how they are helping youth transition to their next placement and complete their education?How do you ensure students receive the credits they have earned, including partial credits, and that they follow them to their next placement? How do you ensure they have all their credits applied when they arrive? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |

### **Administration and Use of Funds Best Practices**

* SA staff can explain the process for approving/denying Title I, Part D expenditures.
* SA staff can explain how Title I, Part D purchased items are tagged and inventoried.
* MUNIS reports/ e-mars budget align with the Title I, Part D (state agency) application in GMAP.
* The SA director(s)/Title I, Part D Coordinator(s) can locate Title I, Part D records and can discuss the archive procedures.
* Expenditures align with the needs outlined in needs assessment.
* Fiscal Administration follows best practices in [KDE Finance Department’s Coordinator Training Guide](https://drive.google.com/file/d/1cQ1QdiItaU-idKfoZ5APdVxz2mN1YN8S/view?usp=sharing)
* Consultation between staff and administrator continually occurs regarding budgeting/use of funds, ensuring facility’s needs are met.
* Design and implement effective mentoring programs for neglected and delinquent youth.
* Data sources are relevant, interpreted logically, and accurately represent genuine program needs.
* SA staff can explain (and provide documentation for) the ongoing process used to determine and address the evolving needs of their Subpart 1 programs.

## **Administration [Section 1414]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the interagency agreement, signed assurances and the written program plan/application in GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements? (Y/N)** |
| --- | --- | --- | --- | --- |
| 1. Describe how the organizations’ program meets the goals and objectives of the [ESSA Kentucky Consolidated State Plan](https://www2.ed.gov/admins/lead/account/stateplan17/kyconsolidatedstateplanfinal.pdf). [See ESSA Section 1414 (C) (1) (4).]

**Suggested Documentation:** Narrative explaining how the SA/ aligns with the Kentucky State Plan.  | Describe the efforts to support all students in the program with Title I, Part D Subpart 1 funding? How does the state agency (SA) provide guidance and training to ensure alignment with the state plan? | Click or tap here to enter text.  | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 2. The state agency creates and follows a schedule to monitor subgrantees. **Suggested Documentation:** Documentation of program schedules and protocols.  | Does the state agency regularly monitor its facilities? How often does the state agency monitor their subgrantees? | Click or tap here to enter text.  | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 3. For all facilities to be visited, state agencies must offer a regular program of instruction for at least 20 hours per week for youth unless served in an adult correctional facility (15 hours per week).(DJJ- 20 hours per week and DOC- adult correctional facility - 15 hours per week)[See ESSA Section 1412 (i) (ii).]**Suggested Documentation:** Documentation of program emails, agendas, evaluation data and protocols.  | As a state agency, what trends are you seeing while monitoring your facilities?How do you ensure you are monitoring all programs that offer 20 hours of training for DJJ and 15 hours of training for DOC?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 4. The SA will provide a description of formal agreements, regarding the program to be assisted, between DJJ/ DOC, and the facility. [See ESSA 1423 (2).]**Suggested Documentation:** * Evidence (emails/meeting minutes, etc.) documenting coordination between SA and facility.
* Current approved, signed and dated formal interagency agreement can be found on GMAP.
 | Describe the formal agreements in place and how the SA coordinates student services. | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. 5. Describe how the SA ensures it calculates and submits timely, complete and accurate annual child count data including only eligible students per statutory requirements, to the KDE staff. [See ESSA Section 1411, Section 1412 and ESSA 1422 (1).]

**Suggested Documentation:** KOMS records, daily attendance records/ enrollment records, school/ facility calendars, meeting minutes, agendas, and emails to show program planning, collaboration and/or coordination to verify the child count(s). | How does the SA coordinate with the facilities to verify the accuracy of the child count? | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 6. Describe how the SA ensures it calculates and submits timely, complete, and accurate evaluation results to KDE for the annual performance report (while protecting student privacy) and how the results of evaluations are used to plan and improve subsequent programs. [See ESSA 1431(A).]**Suggested Documentation:** * Data Quality- written procedures, calendar of timeline- meetings with agendas and notes of data review on a regular basis; program improvement plan
* GED/TABE data reports, demographic and vocational data checks, Infinite campus/KOMS enrollment summary reports.
* Process for suppressing data, when necessary, to protect individual student (to avoid disclosing PII)
 | Discuss the process for verifying the performance reports for accuracy.What data sources are you using to measure program performance and why?  | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 7. How does the SA coordinate with other state, federal and local programs, the Juvenile Justice and Delinquency Prevention Act of 1974, and with vocational and technical education programs? [See ESSA 1414(19).]**Suggested Documentation:** Detailed narrative or lists explaining projects funded with Title I, Part D, Subpart 1 dollars as well as other state and federal programs. Also, providing an expenditure report with other state and federal programs (budget and notes).  | Describe how the SA ensures that projects funded under this subpart coordinate with other vocational, technical, federal, state and local programs. | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |

### **Best Practices**

* Regular communication and coordination between all stakeholders and agencies ensuring students’ educational and transition needs are met to ensure outcomes detailed by statute; this includes all stakeholders regularly collaborating to ensure proper implementation of program and making regular adjustments (to written plan, needs assessment and program procedures) accordingly, to meet student needs.
* Relevant narratives in Grant Management Application and Planning (GMAP) are updated each year and correlate with current needs.

## **Professional Development - [Section 1414]**

The SA should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the application/plan on GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements? Y/N** |
| --- | --- | --- | --- | --- |
| 1. Professional Development: The state agency provides sufficient Title I, Part D- supported professional development to teachers/staff members and monitors its implementation. [See ESSA 1414(10).]

**Suggested Documentation:** * PD records of professional development activities of staff members attended.
* PD attendance certificates and sign in sheets
* PD activities are aligned to student needs.
* Evaluations, notes, feedback from staff developments and scheduled PD events.
 | Does the state agency host any educational conferences for subgrantees? As the state agency directors, do you send any evaluations or receive feedback from facilities?Do all facility staff submit a conference or training requests to attend professional developments?  | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |

### **Professional Development Best Practices**

* SA staff can talk in detail about their intentional and innovative professional development plans to increase the key outcomes for students.
* The SA staff has documentation of the required Professional Development.
1. **Program Design and Instruction [Section 1414]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the application/plan on GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements? Y/N** |
| --- | --- | --- | --- | --- |
| 1. Educational Continuation/ Service Priority: Describe how educational programs in the SA help students to meet high academic standards. How does the state agency ensure that priority is given to youth who are likely to complete incarceration within a two-year period? [See ESSA 1414 (C)(1)(2).]

**Required Documentation:*** Needs Assessments documentation
* Risk Assessment documentation
* Lesson plans
* Classroom assessments
* Student work
* Classroom observations
* Curriculum documents tied to state academic standards
* Assessments of entry and 90 days after exiting the facility assessments (Protecting PII by submitting through SharePoint).
 | How does the SA ensure that educational programs are assisting students to meet high academic, state achievement standards and accountability?What instructional methods/strategies are showing evidence of effectiveness? Describe the outcomes from these methods/strategies. | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. Dropout prevention: Describe how the state agency works with youth who have dropped out of school or other alternative education programs and other assistance to serve students who choose not to return to school after leaving the facility. [See ESSA 1414(C)(16).]

**Suggested Documentation:** Meeting agendas, notes, emails, and documentation of communication with CTE staff and/ or adult education. Policies and procedures or description of support programs that encourage students to reenter school. | How does the SA collaborate with the facility for the dropout prevention program?Does the SA have a peer mediation or mentoring program? How does the SA provide support to facilities that encourage children who have dropped out of school to reenter school after leaving the facility?How does the SA provide the skills necessary to gain employment or seek a high school diploma (or its recognized equivalent)? | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. Special Education Services: The SA ensures the facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities, taking into consideration the unique needs of such children and youth. [See ESSA 1414 (C) 15 (A, B).]

**Required Documentation:** * Professional development records
* Teacher certifications
* Special education certifications
* PD attendance certificates and sign-in sheets
 | How does the SA ensure that the facility is staffed with teachers and qualified staff trained to work with students with disabilities, considering the unique needs of such youth?Describe recent, effective PD and how it was chosen. | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. How does the SA ensure that the educational programs in the facility coordinate with the student’s individualized education program under part B of the Individuals with Disabilities Education Act. [See ESSA 1414(17).

**Suggested Documentation:** * Description and/or evidence (emails, meeting agenda/minutes, etc.) documenting coordination of IEP between district and facility.
* IEP policies and procedures.
* 504 plans, policies and procedures. (Protecting PII by submitting through SharePoint)
 | How does the SA make sure that facilities are aware of students’ existing IEPs, and how do facilities ensure that education programs are coordinated with students’ IEPs?If a youth is identified as in need of special education services while in the facility, is there a process in place to ensure that the existing individualized education program are followed before the next placement? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |

### **Program and Instruction Evaluation Best Practices**

* The SA has documentation on student achievement showing a decrease in dropout rate, an increase in high school credits earned, and an increase in high school diplomas earned.
* The SA has documentation supporting ongoing communication between the agencies to ensure a variety of tools and methods are used to evaluate the effectiveness of program.

## **Student Evaluation [Section 1414]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the application/plan on GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements? Y/N** |
| --- | --- | --- | --- | --- |
| 1. Educational Assessments: The SA can describe how the facilities coordinate with programs to ensure that student assessments and appropriate academic records are shared to determine the educational needs of youth being served under this subpart. See ESSA 1414 (9).]

**Suggested Documentation:** Description and documentation of how assessments are being used to coordinate education programs. | What type of assessments are given? Describe the process in place for ensuring student credits and assessment records are accurately transferred.  | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. Technology: The SA oversees the facilities use of technology to assist in coordinating educational programs between the correctional facility and the community school. [See ESSA 1425 (7).]

**Suggested Documentation:** Description and documentation of how technology is used to coordinate education programs. | How does the SA oversee technology procedures for each subgrantee? How does the facility use technology to coordinate educational programs between the facility and the community school? | Click or tap here to enter text.  | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. Probation Officers: The SA can explain how the receiving students/ facilities work with probation officers to meet the needs of such students. [See ESSA 1414 (5).]

**Suggested Documentation:** Submit meeting, agendas, notes, emails and documentation of communication with probation officers. | Describe how the SA coordinates with probation officers to help meet the needs of students returning from facilities?  | Click or tap here to enter text.  | Click or tap here to enter text.  | [ ]  Yes[ ]  No |

### **Student Evaluation Best Practices**

* SA staff can talk in detail about their intentional and innovative improvement plan to increase the key student outcomes.
* The SA has documentation on student achievement showing related policies and / or procedures.

## **Student Program Evaluation [Section 1431]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the application/plan on GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements? Y/N** |
| --- | --- | --- | --- | --- |
| 1. The SA evaluates the program, disaggregating data on participation by gender, race, ethnicity and age, to determine the program’s impact on the ability of participants to maintain and improve educational achievement and to accrue credits that meet state requirements for grade promotion and secondary school graduation. [See ESSA 1414 (6) (7) and 1431 (1).]

**Required Documentation:** * Evaluation procedures/evidence (meetings agendas/minutes).
* Credit accrual process and documentation (policies/procedures).
* Needs assessment procedures and documentation.
* Documentation to show decrease in dropout rate, increase in high school credits earned, increase in high school diplomas/GEDs earned and job training/employment after release.
 | Describe how the SA evaluates the disaggregated data on participation by gender, race, ethnicity and age, to determine the program’s impact on the ability of participants:1. to maintain and improve educational achievement;
2. to accrue school credits that meet state requirements for grade promotion and graduation;
3. to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and
4. to participate in postsecondary education and job training programs.
 | Click or tap here to enter text.  | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. In conducting each evaluation under subsection (c), a state agency shall use multiple and appropriate measures of student progress. [See ESSA 1431 (3).]

**Required Documentation:** * List of data sources and evaluation measures used (e.g., KOMS, TABE, KPREP, Learning Styles, surveys, on-going classroom observations).
* Data analysis records.
 | Describe the multiple and appropriate measures of student progress that the program utilizes. | Click or tap here to enter text. | Click or tap here to enter text.  | [ ]  Yes[ ]  No |
| 1. Each state agency shall— (1) submit regular evaluation of student results to KDE and the Secretary; and (2) use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth. [See ESSA 1431 (3)(d).]

**Required Documentation:** * Data Quality - written procedures, calendar of timeline-meetings w/ agendas and notes of student data review on a regular basis; program improvement plan.
* Process for suppressing student data, when necessary, to protect individual student identity (to avoid disclosing PII).
 | Describe how the SA calculates and submits timely, complete and accurate regular student data evaluation results to KDE for the annual performance report (CSPR) (while protecting student privacy).How are the results of student evaluations used to plan and improve subsequent programs? | Click or tap here to enter text.  | Click or tap here to enter text.  | [ ]  Yes[ ]  No |

### **Program Evaluation Best Practices**

* A variety of tools and methods are used to evaluate effectiveness of the program for students.
* District and facility staff can talk in detail about their intentional and innovative improvement plan to increase the key student outcomes.
* The district has documentation on student achievement showing a decrease in dropout rate, an increase in high school credits earned, and an increase in high school diplomas earned.

## **Parent and Family Engagement [Section 1414]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the program plan/application in GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements?****Y/N** |
| --- | --- | --- | --- | --- |
| 1. Parents: The SA involves, where feasible, parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities [See ESSA 1423(8) and ESSA 1425(8).]

**Suggested Documentation:** * Parent survey.
* Phone logs/meeting minutes.
* Report cards, notifications of progress.
* List/materials for parent involvement activities.
 | Describe how the program involves parents in efforts to improve achievement, assist in dropout prevention and prevent involvement in delinquent activities.How do parents or guardians receive information about student achievement? Are items/materials translated into students’ native languages?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Parents: The SA uses Title I, Part D, Subpart 1 funds in ways that build its capacity to continue to offer effective narrative language instruction for the educational programs that assist youth in meeting challenging state academic standards. [See ESSA 1414(14).]

**Suggested Documentation:** * Evidence that forms are available in languages other than English, if needed.
* Translation phone logs/meeting minutes.
* Interpreter services.
* Report cards, notifications of progress.
* List/materials for parent involvement activities.
 | Are items/materials translated into students’ native languages? | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |

### **Parent and Family Engagement Best Practices**

**SA staff can describe…**

* Some of the parent and family engagement activities being implemented at the facility.
* How a concerted effort is being made to build relationships between the facilities and families.
* How the facility is “thinking outside the box” to get more parents to participate as active partners.
* Parent survey questions that focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
* Parent and family engagement as a two-way communication tool.

**Implement the Juvenile Detention Alternatives Initiative’s (JDAI) access standards:**

* Promote family engagement by eliminating or decreasing limitations for family mail, telephone correspondence, and visitation.
* Ease and simplify the process for families to engage with youth and ensure that staff are well trained on the importance of family engagement for justice-involved youth.

**Implement the Family Engagement Inventory (FEI) and the (NCMHJJ) strategies for enhancing family engagement:**

* Invite family members to serve on planning or advisory groups to provide input and offer perspective on policy or procedural changes.
* Increase the quantity and quality of time for young people to be in contact with a more broadly defined composition of family members (e.g., extended family, family friends, etc.).
* Provide appropriate resources, services, and interventions that are relevant and helpful.
* Include family members in meetings and conferences related to the evaluation, identification, placement, education, and treatment of their children.
* Engage family advocacy groups in efforts to advocate for juvenile justice system resources, improvements, and reforms.
* Offer connections to other families through the facilitation of peer support groups.

## **Transition [Section 1418]**

The SAs should upload one to two pieces of relevant documentation for each indicator, provide a narrative in the “SA Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the program plan/application in GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Questions** | **SA Response** | **Submitted Documentation File Name(s)** | **Meets Requirements?****Y/N** |
| --- | --- | --- | --- | --- |
| 1. Comparable Services/ Transition: The SA will coordinate with facilities to meet the unique needs of delinquent and at-risk youth to ensure they are participating in an educational program comparable to one operating in the local school such youth would attend. [See ESSA 1425(3).]

**Suggested Documentation:** Description and documentation (emails, SA’s transitional plans, meeting agendas/notes) of transition assistance provided (counseling/drug/alcohol abuse prevention, tutoring, family counseling, etc.).  | Describe how the SA provides transition assistance to help youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family and mental health counseling. | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Local Businesses: The SA develops, as appropriate, partnerships with local businesses to create training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth. [See ESSA 1414 (C)(12)].

**Suggested Documentation:** Description and documentation (emails, meeting agenda/minutes) describing partnerships with local businesses. | Are there partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services?Which of these partnerships do you feel is the most beneficial for your program?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Transitional Services: The SA identifies the designated staff (name and position) responsible for the transition of students. [See ESSA 1414 (C)(11 and ESSA section 1418 ].

**Suggested Documentation:** Summary of staff responsible for the transition of students and summary of transitional services provided. * Reference the Title, I Part D (state agency) GMAP application- Question 12)
 | Who is responsible for the transition of youth to locally operated programs?  | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |

### **Transition Best Practices**

* One person is designated as the transition coordinator, and they may research and implement effective and innovative evidence-based practices to improve transition outcomes.
* The transition strategies go above and beyond to meet all needs of students to better ensure students are equipped to be successful as they transition into a less structured environment.
* Maintain a collaborative and innovative transition plan (including all stakeholders and supporting agencies and resources) with robust communication and routine procedures that focus sustained and comprehensive attention on individuals to ensure their success as they transition out of the facility.
* The SA can describe innovative, varied, engaging and differentiated ways they engage students in learning content aligned to challenging state academic standards.
* The SA provides intentional, evidence-based professional development, which supports Title I, Part D statute outcomes and prepares staff to meet the specific needs of all students.
* The SA utilizes strategies and best practices to provide high-quality transition services for youth moving into, through and out of education programs within the juvenile justice system. Strategies should include facility-centered, youth-centered, family-centered and community/systems-centered activities across all four stages of transition.

**IX. Facility /Institution-wide Projects Section, if applicable [Section 1416]** The staff at the facilities selected to participate in the SEA monitoring will complete this section as a record of the review of their program. The following checklist is used in the evaluation of a Title I, Part D Subpart 1 program’s activities. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

| **District** | **District Coordinator** | **Facility** | **Facility Coordinator** |
| --- | --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| **Date of Interview** | **KDE Monitoring Staff** |
| --- | --- |
| Click or tap to enter a date. | Click or tap here to enter text. |

**GENERAL DESCRIPTION OF EDUCATION PROGRAM QUESTIONS**

**Facility beginning time:** Click or tap here to enter text.

**Facility ending time:** Click or tap here to enter text.

**Number of Teachers:** Click or tap here to enter text.

**Number of Teacher Aides:** Click or tap here to enter text.

**Number of Students:** Click or tap here to enter text.

**Age of Students:** Click or tap here to enter text.

**Number of Special Education Students:** Click or tap here to enter text.

**Average Length of Stay:** Click or tap here to enter text.

**Number of Title I Students enrolled in GED program:**

Click or tap here to enter text.

**Number of Title I Students enrolled in vocational program:**

Click or tap here to enter text.

* **Person responsible for transition issues:** Click or tap here to enter text.
* **Successes:** What are the distinguishing characteristics of the facility?

Click or tap here to enter text.

* **Challenges:** What are some areas of improvement or areas to work on in the future?

Click or tap here to enter text.

The facility should upload one to two pieces of relevant documentation for each indicator, provide a response in the “Facility Response” column, and indicate the file name of submitted documentation in the “Submitted Documentation File Name(s)” column. Please note, KDE consultants can access the program plan/application in GMAP. It is not necessary to upload those documents to SharePoint.

| **Requirement and Information Requested** | **Facility Response** | **Submitted Documentation File Name(s)** | **Meets Requirements?** **Y/N**  |
| --- | --- | --- | --- |
| 1. What types of assessments does the facility provide for all students in the institution? [See ESSA section 1416 (1)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Does the facility provide educational needs to youth aged 20 and younger who are expected to complete incarnation within a 2-year period? [See ESSA section 1416 (2)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. How does the facility provide opportunities for students under age 21 to meet State Academic Standards to complete secondary school, attain a secondary diploma and find employment? [See ESSA section 1416 (3)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Describe the facility’s instructional program, pupil services, mentors and procedures that meet student’s needs. [See ESSA section 1416 (4)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. What type of evidence is provided by the facility to show how funds will be used? [See ESSA 1415, ESSA section 1416 (5)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. What evidence is provided to measure and assess student progress? [See ESSA section 1416 (6)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. Describe how the state agency has worked in consultation with the facility subgrantees to plan, implement, and evaluate the institution- wide program and its impact on students. [See ESSA section 1416 (7)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| 1. How does the facility ensure that teachers have received appropriate training to successfully and effectively carry out the school-wide project(s)? [See ESSA section 1416 (8)].
 | Click or tap here to enter text. | Click or tap here to enter text. | [ ]  Yes[ ]  No |
| **Assurances** [ ]  I certify that the information contained in this monitoring checklist is complete and accurate to the best of our knowledge, that the necessary assurances of compliance with applicable state and federal statutes, rules and regulations will be met, and that the indicated state agency designated in the GMAP application and monitoring checklist tool will administer to this grant.  | GMAP – Title I Part D (state agency) application Assurances  | Click or tap here to enter text. | [ ]  Yes[ ]  No |