

**Kentucky Department of Education
Division of School and Program Improvement
Title I, Part D Subpart 2 Delinquent Monitoring Checklist**

District	District Coordinator	Facility	Facility Coordinator

Date(s) of Monitoring Visit	KDE Monitoring Staff

The criteria used in this monitoring for review of the Title I, Part D, Subpart 2 program(s) operated in Local Education Agencies (LEAs) are based on the program purposes as outlined in statute guidance reauthorized under the Every Student Succeeds Act (ESSA) of 2015. Monitoring of the Title I, Part D funded programs is conducted to ensure compliance with applicable State and Federal laws. The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth:

- To improve educational services for children and youth in local, tribal, and 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.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- To prevent at-risk youth from dropping out of school; and 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. **[ESSA Section 1401(a)]**

LEAs receiving Subpart 2 funds must generally use these funds to operate (1) LEA-based for non-institutionalized, at-risk children and youth and (2) programs for children and youth in locally operated correctional facilities, including institutions for delinquent children that have established formal agreements with the LEA regarding the services to be provided. **[ESSA Section 1424]**

An LEA receiving Part D, Subpart 2 funds must use a portion of those funds to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. **[ESSA Section 1424]**

An LEA receiving Subpart 2 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an LEA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 2 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the LEA. **[TIPD Non-Regulatory Guidance O-1]**

During monitoring, the program monitor(s) will select a rating for each monitoring indicator.

- Exceeds Requirements means the district goes beyond the requirements of Title I, Part D statute or regulation in the implementation of its program.

- Meets Requirements means the district meets the minimum requirements of Title I, Part D statute or regulation in the implementation of its program. In this case a recommendation may be issued.
- Does Not Meet Requirements means the district does not meet the minimum requirements of Title I, Part D statute or regulation in the implementation of its program. In this case, a finding will be issued.
- Not Applicable means the requirement does not apply to the district.

Best Practices, found at the end of each section on the checklist, are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

If you need clarification on a question or with understanding more about the monitoring tool, feel free to contact a Title I, Part D consultant at (502) 564-3791.

The Kentucky Department of Education staff will complete this section after the visit:

Strengths:
Recommendations:
Next Steps (after visit): <ul style="list-style-type: none"> • 1 week to upload any items • Within 4-6 weeks, a report will be prepared and emailed

General Description of the Educational Program

School begins at:		School ends at:	
Number of teachers:		Number of assistants:	
Number of students:		Ages of students:	
Number of special education students:		Average length of stay:	

Person responsible for transition:		Students enrolled in a vocational program:	
Program Details Overview:			
Successes: What are you most proud of?		Challenges:	

Required and Suggested Documentation

Documentation demonstrating program compliance should be uploaded into the corresponding SharePoint folder no later than two weeks before the scheduled on-site visit. The following list contains examples of documentation that may be submitted for review. Please note that in some cases, all items may not be required. Additionally, only documentation for the current school year must be submitted unless the program monitor requests prior year information or it is applicable to the question. The district may include additional documentation at their discretion.

*Note: Personal identifiable information (PII,) such as names, student identification numbers, and date of birth, should **never** be uploaded into SharePoint.*

I. Administration and Fiscal Management	II. Comprehensive Needs Assessment
<ul style="list-style-type: none"> • Interagency agreement <i>(required)</i> • Signed assurances <i>(required)</i> • Written program plan/application <i>(required)</i> • Needs assessment <i>(required)</i> • Parent phone logs and Parent surveys • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator) • Transition records • List of activities provided through collaboration and coordination with other entities • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests • Detailed MUNIS report <i>with purchase order-level details for the current and prior fiscal years showing all project (314X) budgeting and expenditures to date (required)</i> • Copy of the most recent annual financial audit <i>(required)</i> • Sampling of assets/equipment with barcodes, labels, or other markings <i>(required if non-consumables have been purchased)</i> • Procedures for archiving and disposal of (Title I, Part D) records <i>(required)</i> 	<ul style="list-style-type: none"> • Needs assessment <i>(required)</i> • Written program plan/application <i>(required)</i> • List of data sources and data analysis records <i>(required)</i> • Meeting minutes/agendas

I. Administration and Fiscal Management	II. Comprehensive Needs Assessment
<ul style="list-style-type: none"> • Time and effort logs/semi-annual certifications (<i>required if paying for staff</i>) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (<i>required</i>) • Data Quality - written procedures, calendar of timeline-meetings w/ agendas and notes of data review on a regular basis (<i>required</i>) 	
III. Evaluation of Program	IV. Evaluation of Students
<ul style="list-style-type: none"> • Variety of measures used: e.g., TABE, KPREP, Learning Styles, surveys, on-going classroom observations • Monitoring documents and reports • Staff meetings agendas/minutes • Needs assessment procedures • Participant data, performance report • Needs assessment • Program improvement plans • Documentation to show decrease in dropout rate, increase in high school credits earned, increase in high school diplomas earned 	<ul style="list-style-type: none"> • Evaluation records • Parent communication records • Lesson plans, classroom assessments, student work • Meeting notes, agendas
V. Instruction	VI. Professional Development
<ul style="list-style-type: none"> • Lesson plans • Classroom observations • Progress reports • Written program plan/application • On-going assessments, student progress records • Curriculum documents, state academic standards • Special Ed Certification, professional development records • IPI, IEP, policies/procedures • Phone logs, correspondences with local school • Newsletters, • Mentoring activities, • Meeting notes/agendas, • Materials from events/guest speakers • Units of study, curriculum checklists 	<ul style="list-style-type: none"> • Program goals • PD records • Certifications • Attendance certificates, sign-in sheets
VII. Parent and Family Engagement	VIII. Transition
<ul style="list-style-type: none"> • Parent survey • Phone logs • List/materials for parent involvement activities • Family nights • Parent/teacher meetings • Report cards, notifications of progress • Transition meeting notification translated, ongoing communication in native language 	<ul style="list-style-type: none"> • Documented: Designated person responsible for transition issues • Individual Graduation Plans • Transition Plans • Planning session notes, minutes of meetings with local school staff • Phone logs • Student interviews • IGP shows input from youth • List of programs or activities, GED services, career

VII. Parent and Family Engagement	VIII. Transition
	activities <ul style="list-style-type: none">• Computer logs, e-mails regarding coordination with local school• Educational passport• Academic records• Mentoring activities• Transition agendas minutes

I. Administration and Fiscal Management [Sections 1423 and 1424; Uniform Grant Guidance Sections 200.430, 34 CFR 76.700; EDGAR part 76.700]

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. Is there is a formal, written agreement between the local education agency (LEA) and correctional facilities and/or alternative school programs? <i>Does the agreement clearly outline roles and responsibilities for the following:</i></p> <ul style="list-style-type: none"> • <i>Coordination of educational services for students?</i> • <i>Coordination of transition services for students (transfer of credit, process for transferring records)?</i> <p>Notes:</p>				
<p>2. Does the LEA have a written plan of assistance that includes an assurance that services are designed primarily to meet the academic and transitional needs of students returning from correctional facilities?</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>3. Does the written plan in GMAP (, indicator 2) describe how the school will coordinate existing educational programs to meet the unique educational needs of the children and youth who will be returning from correctional facilities?</p> <p>Notes:</p>				
<p>4. Does the written plan in GMAP (transition, indicator 1) include a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth?</p> <p>Notes:</p>				
<p>5. Does the written plan in GMAP (transition, indicator 3) describe how the program will involve parents in efforts to improve the educational achievement of their children?</p> <p>Notes:</p>				
<p>6. Does the written plan in GMAP (transition, indicator 2) describe any</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, or mentoring services for participating students?</p> <p>Notes:</p>				
<p>7. Is there a written description in GMAP (transition, indicator 4) of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities?</p> <p>Notes:</p>				
<p>8. Is there a written description in GMAP (population, indicator 3) of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program?</p> <p>Notes:</p>				
<p>9. In the written plan (transition, indicator 6), are any steps taken to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program?</p> <p>Notes:</p>				

<p>Required documentation for this section:</p> <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>10. Is there a written description in GMAP (population, indicator 4) of the dropout prevention program operated by participating schools and the types of services that will be provided to at-risk youth in participating schools and youth returning from correctional facilities?</p> <p>Notes:</p>				
<p>11. Does the written plan in GMAP (coordination, indicator 1) describe how the program is coordinated with other Federal, State and local programs, such as programs under title I of Public Law 105-220 and career and technical education programs serving at-risk children and youth?</p> <p>Notes:</p>				
<p>12. The written plan in GMAP (coordination, indicator 2) describes how this program is coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 as amended by the Juvenile Justice Reform Act of 2018, and other comparable programs, if applicable.</p> <p>Notes:</p>				
<p>13. Are quarterly financial expenditure reports submitted on time to KDE finance office, and accurate?</p> <p>Notes:</p>				

Required documentation for this section: <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
14. Has reimbursement been requested in a timely manner? Notes:				
15. Can your agency provide a copy of the most recent financial audit pertaining to Title I, Part D? Notes:				
16. Are funds being expended in congruence with the approved application? Are expenditures allowable and needs based? Notes:				
17. Are all Title I Part D funds generated by this facility being allocated to this program? Notes:				
18. Has the district appropriately tagged/identified Title I assets/equipment? Notes:				
19. Are all Title I records kept for the current year and three previous years? Notes:				
19. Are all Title I records kept for the current year and three previous years? Notes:				

Required documentation for this section: <ul style="list-style-type: none"> • Interagency agreement (1, 2, 6, 7) • Signed assurances (2) • Written program plan/application (3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16) • Needs assessment (3, 16) • Parent phone logs and surveys (5, 6, 9) • Meeting minutes (to show program planning, collaboration and/or coordination between finance, district, and facility coordinator coordinator) (6, 7, 9) • Transition records (9) • List of activities provided through collaboration and coordination with other entities (12) • Communication samples between facility, district, and finance (emails, phone logs, meeting minutes, etc.) regarding timely and accurate quarterly reports, fiscal management processes, reimbursement requests (13, 14, 16) • Detailed MUNIS report (13, 14, 16, 17) • Copy of the most recent financial audit pertaining to Title I-D (15) • Sampling of assets/equipment with barcodes, labels, or other markings (required if non-consumables have been purchased) (18) • Procedures for archiving and disposal of (Title I, Part D) records (19) • Time and effort logs/semi-annual certifications (required if paying for staff) (20) • Current “Child Count” verification documentation that supports data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.) (21) • Data Quality - written procedures, calendar (of timeline-meetings w/agendas and notes of data review on a regular basis) (22) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
20. Do payroll records document the staff at the district and school level paid completely or partially from Title I funds? Notes:				
21. The “Child Count” number was verified as correct for children in placement October 1 – 30. The count for SY ____ was _____. Notes:				
22. What process or procedures are in place to ensure the data collected and submitted for the Performance Report is accurate and submitted on time? Notes:				
Comments: Currently Title I, Part D is used for . . .				

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 (according to Maslow’s Hierarchy).

- Consultation between district staff and facility administrator continually occurs regarding budgeting/use of funds, ensuring facility’s needs are met.
- Narratives in GMAP are not the same or copied and pasted year to year.
- District staff can explain the process for approving/denying Title I, Part D expenditures.
- District staff can explain how Title I, Part D purchased items are tagged and inventoried.
- MUNIS reports match the Title I application in GMAP.
- The district Title I, Part D Coordinator can locate Title I, Part D records and can discuss the archive procedures.
- Expenditures align with the needs outlined in needs assessment.

Three Key Practices:

- Practice 1: Engage in collaborative decision making
 - Strategy 1: Memorandum of understanding to share Information
 - Strategy 2: Consolidated/single case management and a ‘no wrong door’ approach
 - Strategy 3: Align relevant policies and corresponding practices of child-serving agencies
- Practice 2: Share resources and expertise
 - Strategy 1: Co-location of staff
 - Strategy 2: Share databases
 - Strategy 3: Cross-agency training
- Practice 3: Target resources to meet the needs of children, youth, parents, and caregivers
 - Strategy 1: Engage youth and family as key decision makers and assets in determining needed supports and services
 - Strategy 2: Implement evidence-based and best practice programming that supports individual students’ success in school and life

II. Comprehensive Needs Assessment [Section 1426]

Required documentation for this section: <ul style="list-style-type: none"> • Needs assessment (1, 3) • Written program plan/application (1, 3) • List of data sources and data analysis records • Meeting minutes/agendas (2, 3) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. Is a comprehensive needs assessment conducted in constructing the program plan/application? Notes:				
2. Is there evidence that multiple data sources were used during the needs assessment to determine academic needs of children and youth served? Notes:				
3. Is there evidence that assessment results are being used to improve the program and methods of delivery? Notes:				

Comments:				
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Best Practices

- Data sources are relevant, interpreted logically, and accurately represent genuine program needs.
- District staff can explain (and provide documentation for) the ongoing process used to determine and address the evolving needs of their delinquent facilities.

III. Evaluation of Program [Section 1431]

Required documentation for this section:	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<ul style="list-style-type: none"> • Variety of measures used: TABE, KPREP, Learning Styles, surveys, on-going classroom observations (1) • Monitoring documents and reports (2) • Staff meetings agendas/minutes (2, 5) • Needs assessment procedures (3) • Participant data, performance report (4) • Needs assessment (5) • Program improvement plans (5) • Documentation to show decrease in dropout rate, increase in high school credits earned, increase in high school diplomas earned (6) 				
1. Is there evidence that the program evaluation procedures include a variety of measures? Notes:				
2. Is there evidence of on-going monitoring of program goals? Notes:				
3. Is there evidence that appropriate and adequate evaluation procedures are in place to ensure success of the program? Notes:				
4. Is there evidence of appropriate evaluation of participation by gender, race, ethnicity, and age? Notes:				
5. Is there evidence that previous evaluations are being used for planning of new projects or goals? Notes:				
6. Is there evidence of the program’s impact on student achievement, particularly the following outcomes? <ul style="list-style-type: none"> • <i>decrease in dropout rate</i> • <i>increase in high school credits earned</i> 				

Required documentation for this section: <ul style="list-style-type: none"> Variety of measures used: TABE, KPREP, Learning Styles, surveys, on-going classroom observations (1) Monitoring documents and reports (2) Staff meetings agendas/minutes (2, 5) Needs assessment procedures (3) Participant data, performance report (4) Needs assessment (5) Program improvement plans (5) Documentation to show decrease in dropout rate, increase in high school credits earned, increase in high school diplomas earned (6) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<ul style="list-style-type: none"> <i>increase in high school diplomas earned</i> Notes:				
Comments:				

Best Practices

- A variety of tools and methods is used to evaluate effectiveness of program
- District and facility staff can talk in detail about their intentional and innovative improvement plan to increase the 3 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.

IV. Evaluation of Students [Section 1431]

Required documentation for this section: <ul style="list-style-type: none"> Evaluation records (1, 2) Parent communication records (2) Lesson plans, classroom assessments, student work (3) Meeting notes, agendas (4) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
I. Is there evidence that performance measures were used to assess the improvement of academic and vocational skills? Notes:				
II. Is there evidence that individual evaluation results are provided to parents? Notes:				
III. Is a variety of classroom assessments used?				

Required documentation for this section: <ul style="list-style-type: none"> • Evaluation records (1, 2) • Parent communication records (2) • Lesson plans, classroom assessments, student work (3) • Meeting notes, agendas (4) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
Notes:				
IV. Does the faculty review academic goals and student scores on a regular basis to monitor student progress? Notes:				
Comments:				

Best Practices

- District staff can talk in detail about the variety of performance measures they employ on a regular basis, which assess academic and vocational skills
- District and facility staff can discuss innovative methods they use to routinely communicate evaluation results to parents

V. Instruction [Section 1425]

<p>Documentation required for this section</p> <ul style="list-style-type: none"> • Lesson plans (1, 2, 3, 5, 9) • Classroom observations (1) • Progress reports (1) • Written program plan/application (1) • On-going assessments, student progress records (2) • Curriculum documents, state academic standards (3) • Special Ed Certification, professional development records (4) • IPI, IEP, policies/procedures (4, 5, 6) • Phone logs, correspondences with local school (6, 7) • Newsletters (8) • Mentoring activities (8) • Meeting notes/agendas (8) • Materials from events such as events with guest speakers (8) • Units of study, curriculum checklists (9) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. Have instructional program goals been established to include assisting students in meeting challenging State academic standards?</p> <p>Notes:</p>				
<p>2. Is there evidence that the program has been designed to help students meet learning goals and State academic standards?</p> <p>Notes:</p>				
<p>3. Does the LEA coordinate with the institution to ensure that services provided at the institution are comparable to those services provided in the local schools?</p> <p>Notes:</p>				
<p>4. The correctional 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.</p> <p>Notes:</p>				
<p>5. Is there a process in place for the LEA to assess/identify students for the exceptional children’s program, gifted services, academically “at- risk,” etc.?</p> <p>Notes:</p>				
<p>6. The facility coordinates the education program with the student’s home school, where feasible, particularly with respect to a student with an IEP. [Part B of the IDEA]</p> <p>Notes:</p>				
<p>7. The local school is notified if a child or youth is identified as in need of special education services while in the correctional facility.</p> <p>Notes:</p>				
<p>8. Work is done with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.</p> <p>Notes:</p>				

<p>Documentation required for this section</p> <ul style="list-style-type: none"> • Lesson plans (1, 2, 3, 5, 9) • Classroom observations (1) • Progress reports (1) • Written program plan/application (1) • On-going assessments, student progress records (2) • Curriculum documents, state academic standards (3) • Special Ed Certification, professional development records (4) • IPI, IEP, policies/procedures (4, 5, 6) • Phone logs, correspondences with local school (6, 7) • Newsletters (8) • Mentoring activities (8) • Meeting notes/agendas (8) • Materials from events such as events with guest speakers (8) • Units of study, curriculum checklists (9) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>9. Are lesson plans aligned to the State Academic Standards? Notes:</p>				
<p>Comments:</p>				

Best Practices

- District and facility staff can describe their routine procedure for coordinating and meeting student learning needs by incorporating accommodations and IEPs
- The district implements the three key components within the Individuals with Disabilities Education Act necessary for the provision of free appropriate public education to youth with disabilities in juvenile justice secure care facilities—Child Find, least restrictive environment, and individualized education programs and related protections.
- The district can describe innovative, varied, engaging, and differentiated ways they engage students in learning content aligned to challenging state academic standards (Ex: PBL, blended learning models, collaborative learning, individualized instruction based on student interest, student choice, etc.)The district utilizes research-based recommendations and strategies to help improve life-long literacy outcomes for students:
 - Student choice is provided for both reading and writing; this includes students being able to choose texts that interest them, how they read those texts, and how they respond to them.
 - Students are given opportunities to authentically respond—verbally, in writing, and by creating products—to what they read (the ideas, characters, and situations) and make connections with their own experience and observations (before, during, and after reading).
 - Students are given ample opportunity to talk about what they read in a variety of ways (via think-pair-share, write-pair-share, group talk, and whole class discussion) before, during, and after reading.
 - Students are given ample opportunity to write about what they read (brief timed prompts [1, 2, 3, 5, 7, 10, 15, minutes] focused on ideas in texts, in addition to longer formal responses) before, during, and after reading. Students have an opportunity to talk about their written responses (brief timed pair-shares, group, whole class, etc.).

- Students are given ample opportunity to respond to what they read by creating authentic products; this can include PBL, collaborative, or individual efforts. (Examples include paintings, sketches, one pagers, sculptures, shadowboxes, miniature models of key settings, one scene plays, movie scenes, blogs, maps, advertisements(print or video), websites, pamphlets, almanacs, time capsules, reviews (written or digital), screenplays, podcasts, poems, stories, diary of character in text, letter to character in text, letter to author, new ending/new chapter in text, children’s book, songs, symbolic meal, etc.). Students have an opportunity to share their products (in-person, print publication, or digitally via website, Padlet, Google Classroom, etc.)
 - Students are given opportunities for low-stakes writing opportunities which focus on their ideas (brief timed writing prompts including creative/personal/narrative, argument, and visual analysis) and high-stakes writing tasks which involve revision and focus on standard conventions.
 - Students are given opportunities to talk about their writing in a variety of ways (pair-share, group, whole class discussion).
 - Implement research-based, effective mathematics instruction in short-term facilities; and provide recommendations, strategies, and examples for teachers that increase the likelihood that students will become more proficient at understanding mathematics and applying existing and emerging skills.
 - Design and implement effective mentoring programs for neglected and delinquent youth.

VI. Professional Development [Section 1425]

Required documentation for this section: <ul style="list-style-type: none"> • Program goals (1) • PD records (1, 2, 3) • Certifications (2) • Attendance certificates, sign-in sheets (3) 	Does Not Meet	Meets Requirement	Exceeds Requirement	N/A
1. Do professional development activities support instructional goals? Notes:				
2. Is the teaching staff qualified to work with the identified population? Notes:				
3. Have professional development activities listed on the plan been completed? Notes:				
Comments:				

Best Practices

- The district provides intentional, evidence-based professional development, which supports Title I, Part

D statute outcomes and prepares staff to meet the specific needs of their students

- Professional development may focus on helping staff create safe and supportive learning environments and improving the learning conditions for youth who are delinquent by focusing on the four conditions for learning: 1) safety, 2) support, 3) social and emotional learning, and 4) engagement and challenge. Trauma-informed teaching strategies may be included. Professional development may focus on supporting student achievement through sound behavior management practices, such as PBIS.

VII. Parent and Family Engagement [Section 1423]

Documentation required for this section: <ul style="list-style-type: none"> Parent survey (1, 2) Phone logs (1, 2, 4) List/materials for parent involvement activities (2) Family nights (3) Parent/teacher meetings (3) Report cards, notifications of progress (4) Transition meeting notification translated, ongoing communication in native language (5) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
1. Evidence of efforts to involve parents was provided. Notes:				
2. Parents are involved in efforts to improve the educational achievement of their children and prevent the further involvement of such children. Notes:				
3. Parents are given the opportunity to engage in activities that impact student achievement. Notes:				
4. Parents receive individual information on academic progress on a regular basis. Notes:				
5. Is there ongoing communication with parents in their native language(s)? <i>(Title VI of the Civil Rights Act of 1964)</i> Notes:				
Comments:				

Best Practices

District 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 district is “thinking outside the box” in order to get more parents to participate as active partners.

- parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- parent and family engagement is seen 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.

VIII. Transition [Sections 1425 and 1431]

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • Documented: Designated person responsible for transition issues • Individual Graduation Plans (2, 3, 4) • Transition Plans (2, 4) • Planning session notes, minutes of meetings with local school staff (2) • Phone logs (2) • Student interviews (3) • IGP shows input from youth (3) • List of programs or activities, GED services, career activities (2, 5) • Computer logs, e-mails regarding coordination with local school (6) • Educational passport (6) • Academic records (7) • Mentoring activities (7) • Transition agendas minutes (7) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>1. There is a designated person who is responsible for the oversight of issues relating to transition of youth (such as lost or inaccurate transcripts, etc.). <i>(Designated person can discuss transition support provided and processes that are in place.)</i></p> <p>Notes:</p>				
<p>2. Transition assistance is provided to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.</p> <p>Notes:</p>				
<p>3. Evidence was provided that youth are involved in transition activities.</p> <p>Notes:</p>				
<p>4. A Transition Plan (TP) or Individual Graduation Plan (IGP) has been developed and is being implemented for each child.</p> <p>Notes:</p>				
<p>5. Support programs are provided that encourage youth who have dropped out of school to reenter school or provide them with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent.</p> <p>Notes:</p>				

<p>Documentation required for this section:</p> <ul style="list-style-type: none"> • Documented: Designated person responsible for transition issues • Individual Graduation Plans (2, 3, 4) • Transition Plans (2, 4) • Planning session notes, minutes of meetings with local school staff (2) • Phone logs (2) • Student interviews (3) • IGP shows input from youth (3) • List of programs or activities, GED services, career activities (2, 5) • Computer logs, e-mails regarding coordination with local school (6) • Educational passport (6) • Academic records (7) • Mentoring activities (7) • Transition agendas minutes (7) 	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements	N/A
<p>6. Technology is used to assist in coordinating educational programs between the correctional facility and the community school.</p> <p>Notes:</p>				
<p>7. Work with the child/youth's family and the district that most recently provided services (if applicable) to ensure the following:</p> <ol style="list-style-type: none"> The relevant and appropriate academic records and plans regarding the continuation of educational services are shared between the district and correctional facility in order the facilitate transition. The coordination of educational services upon discharge from the facility that minimize the disruption of achievement. 				
<p>Comments:</p>				

Best Practices

- One person is designated as the transition coordinator, and he/she researches and implements effective and innovative evidence-based practices to improve transition outcomes.
- The transition strategies go above and beyond to meet all needs of students (according to Maslow's Hierarchy) to better ensure students are equipped to be successful as they transition into a less structured environment; this would include procuring social and mental health services for students because if these basic needs are not met, they may have difficulty in meeting the transition goals.
- 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 program focuses on transitional services that provide students with education advocates. These advocates provide tiered support and help monitor and support students in areas such as the following: attendance, grades, peer involvement, overcoming barriers, staying and engaging in school,

navigating school and vocational programs, as well as soft skills like communication, conflict resolution, restorative justice, career coaching, securing employment, goal-setting, and utilizing hope theory.

- The district 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.