Kentucky Department of Education
Office of Continuous Improvement and Support
Title I, Part D Subpart 2 Monitoring Checklist

District	District Coordinator	Facility	Facility Coordinator

Date of Interview	KDE Monitoring Staff

The Kentucky Department of Education (KDE) monitoring of the Title I, Part D Subpart 2 program assesses the extent to which local educational agency (LEA) 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). The following checklist is used in the evaluation of a Title I, Part D Subpart 2 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 ESSA. Each section contains several monitoring questions that will be evaluated individually. Documentation must be uploaded for 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 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 districts that may enhance program effectiveness.

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

The purpose of Title I, Part D, Subpart 2 of ESEA is as follows:

SUBPART 2: SEC. 1421. PURPOSE.

The purpose of Subpart 2 is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities —

1. *To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education.*

2. *To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and*

3. *To operate programs in local schools including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.*

Self-Evaluation, Feedback, and Next Steps (KDE staff will discuss and complete this section)
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):
- One week to upload any requested items:
- Within four to six weeks, a report will be prepared and emailed**.**

I.   LEA Plan and Administration [Section 1423]

For each indicator LEAs selected for monitoring should upload one to two pieces of relevant documentation, provide a narrative in the "LEA/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 interagency agreement, signed assurances and the written program plan/application on Grant Management Application and Planning (GMAP). It is not necessary to upload those documents to SharePoint.

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require-ments? (Y/N)
1. Each local education agency (LEA) will submit a description of the program to be assisted. [See ESSA 1423(1).] **Suggested Documentation:** Documentation of program statistics (length of stay data, overview of staff, instruction, data about number of students). **Notes:**	Describe the Title I-D program, including the following: • time/place when and where instruction occurs, • number of teachers, students, assistants, special education students, • average age of students, • average length of stay, • person responsible for transition, • number of students enrolled in a vocation program.			
2. Each LEA will provide a description of formal agreements, regarding the program to be assisted, between the local educational agency and correctional facility. [See ESSA 1423 (2).]	Describe the formal agreements in place and how the LEA and the facility			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require-ments? (Y/N)
Suggested Documentation: • Evidence (emails/meeting minutes, etc.) documenting coordination between LEA and facility. • Current signed and dated formal interagency agreement can be found on GMAP. **Notes:**	coordinate services for students.			
3. LEAs will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend. [See ESSA 1423(3).] **Suggested Documentation:** Meeting minutes, agendas, emails (to show program planning, collaboration and/or coordination). **Notes:**	How do schools coordinate with the facility to ensure they're providing an educational program comparable to one in the local school?			
4. LEAs will operate a program for youth returning from correctional facilities and provide services for at-risk children. [See ESSA 1423(4).] **Suggested Documentation:** Documentation and list of activities provided for at-risk children returning from facilities. **Notes:**	Describe the program operated by schools for youth returning from facilities. What types of services are provided for at-risk children?			
5. Schools will coordinate with existing education/social/health and other programs to meet the unique needs of students returning from correctional programs. [See ESSA 1423(5)(6).]	How do schools coordinate with existing education/ social/health and other programs to meet the unique needs of students returning from correctional programs?			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require-ments? (Y/N)
Suggested Documentation: Documentation (meetings, emails, etc.) and list of activities provided through coordination with other entities. **Notes:**	(Needs may include learning difficulties, substance abuse, special needs, prenatal, nutrition, parenting classes, outreach programs, community resources, scheduling flexibility, etc.)			
6. Schools will coordinate with probation officers to help meet the needs of students returning from facilities. [See ESSA 1423(11).] **Suggested Documentation:** Meeting agendas, notes, emails, and documentation of communication with probation officers. **Notes:**	Describe how the program coordinates with probation officers to help meet the needs of students returning from facilities?			
7. Participating schools will take steps to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program. [See ESSA 1423(13).] **Suggested Documentation:** • Description and/or evidence of actions/processes taken to find alternative placements for youth unable to attend regular schools. • Copy of district's Student Transition Plan. **Notes:**	What steps do schools take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school?			

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.

II. **Program Requirements for Correctional Facility Receiving Funds [Section 1425]**

For each indicator LEAs selected for monitoring should upload one to two pieces of relevant documentation, provide a narrative in the "LEA/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	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Requirements? Y/N
1. Facilities will provide transition assistance to help the child or 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. [See ESSA 1425(3).] **Suggested Documentation:** Description and documentation (emails, meeting agendas/notes) of transition assistance provided (counseling/drug/alcohol abuse prevention, tutoring, family counseling, etc.). **Notes:**	Describe how the facility 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 counseling.			
2. Facilities will provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent. [See ESSA 1425(4).]	How does the facility provide support programs that encourage children who have dropped out of school to reenter school after leaving the facility			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Requirements? Y/N
Suggested Documentation: Policies and procedures or description of support programs that encourage students to reenter school. **Notes:**	How does the facility provide the skills necessary to gain employment or seek a high school diploma (or its recognized equivalent)?			
3. Facilities will work to ensure that 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. [See ESSA 1425 (5).] **Required Documentation:** • Professional development records. • Teacher certifications. • Special education certifications. • PD attendance certificates and sign-in sheets. **Notes:**	How do you 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.			
4. Facilities will ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards. [See ESSA 1425(6).] **Required Documentation:** • Lesson plans. • Classroom assessments. • Student work. • Classroom observations. • Curriculum documents tied to state academic standards. **Notes:**	Describe how educational programs in the facility help students meet high academic standards. What instructional methods/strategies are showing evidence of effectiveness? Describe the outcomes from these methods/strategies.			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Requirements? Y/N
5. Facilities will use 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. **Notes:**	How does the facility use technology to coordinate educational programs between the facility and the community school?			
6. Facilities shall, where feasible, involve 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. **Notes:**	Describe how the program involves parents in efforts to improve achievement, assist in dropout prevention and prevent involvement in delinquent activities.			
7. Ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program (IEP) under part B of the Individuals with Disabilities Education Act. [See ESSA 1423(12) and ESSA 1425(1)(2).] **Suggested Documentation:**	How are educational programs in the facility coordinated with the home school? How do schools make sure that facilities are aware of students' existing IEPs and how do facilities ensure that			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Requirements? Y/N
• Description and/or evidence (emails, meeting agenda/minutes, etc.) documenting coordination of IEP between district and facility. • IEP policies and procedures. **Notes:**	education programs are coordinated with students' IEPs? If a youth is identified as in need of special education services while in the facility, how is the local school notified?			
8. Facilities must coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Title I of Public Law 105-220, and vocational and technical education funds and activities with the Juvenile Justice and Delinquency Prevention Act of 1974. [See ESSA 1423(9)(10) and ESSA 1425(9)(10).] **Suggested Documentation:** Documentation of coordination of funding with other programs and vocational/technical programs (emails, meetings, notes, budgets, etc.). **Notes:**	How does the program coordinate funds with other federal, state, and local programs, including vocational and technical funds? How does the program coordinate activities with the Juvenile Justice and Delinquency Prevention Act of 1974?			
9. Facilities must, if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth. [See ESSA 1423(7) and ESSA 1425(11).] **Suggested Documentation:** Description and documentation (emails, meeting agenda/minutes) describing partnerships with local businesses. **Notes:**	Describe partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring services.			

Best Practices

- One person is designated as the transition coordinator, and they 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; 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.
- 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: project-based learning, 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: 1) 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; 2) 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).
- 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.
- 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 Positive Behavioral Interventions and Supports (PBIS).

III.   Use of Funds [Section 1424]

For each indicator LEAs selected for monitoring should upload one to two pieces of relevant documentation, provide a narrative in the "LEA/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 application/plan in GMAP. It is not necessary to upload those documents to SharePoint.

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
1. Funds provided to LEAs should be used for programs that serve youth returning to local schools from correctional facilities, to assist in the transition of such children to the school environment and help them remain in school in order to complete their education. [See ESSA 1424(1).] **Required Documentation:** • Individual Graduation Plans w/input from youth. • Transition plans. • Transition records and procedures. **Notes:**	Describe how Title I-D funds are being used and how they are helping youth transition to schools and complete their education. How do you ensure students receive the credits they've 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?			
2. Funds provided to LEAs should be used for dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency and gang members. [See ESSA 1424 (2).] **Suggested Documentation:** Description and documentation (policies, procedures, communication samples) of dropout	Describe any dropout prevention programs serving at-risk youth.			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
prevention programs. **Notes:**				
3. Funds provided to LEAs should be used for the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education. [See ESSA 1424 (3).] **Suggested Documentation:** List and/or description of coordinated health and social services and communication samples (meeting agendas/minutes/notes, emails, collaborative documents). **Notes:**	Describe the coordination of health and social services, including day care, drug and alcohol counseling, and mental health services.			
4. Funds provided to LEAs should be used for special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education and assistance in securing student loans or grants for postsecondary education; and programs providing mentoring and peer mediation. [See ESSA 1424 (4)(5).] **Suggested Documentation:** Description and documentation (meeting agenda/minutes, emails, materials from events such as guest speakers, etc.) of special programs including vocational, career counseling and mentoring activities. **Notes:**	Describe any special programs you provide which meet the unique academic needs of participating children and youth. This could include vocational and technical education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans/grants, and mentoring.			

Best Practices

- Consultation between district staff and facility administrator continually occurs regarding budgeting/use of funds, ensuring facility's needs are met.

- Relevant narratives in GMAP are updated each year and correlate with current needs.
- Design and implement effective mentoring programs for neglected and delinquent youth.
- 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.

IV. Program Evaluation [Section 1431]

For each indicator LEAs selected for monitoring should upload one to two pieces of relevant documentation, provide a narrative in the "LEA 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	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
1. Each local educational agency shall evaluate 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 school credits that meet state requirements for grade promotion and secondary school graduation. [See ESSA 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 program is evaluated, disaggregating 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 transition to a regular program or other education program operated by an LEA			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
Notes:	4. to complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and 5. to participate in postsecondary education and job training programs.			
2. In conducting each evaluation under subsection (a), a local educational 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., Test of Adult Basic Education (TABE), Kentucky Performance Rating for Educational Progress (KPREP), Learning Styles, surveys, on-going classroom observations). • Data analysis records. **Notes:**	Describe the multiple and appropriate measures of student progress that the program utilizes.			
3. Each local educational agency shall — (1) submit evaluation results to the state educational agency 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 (4)(1)(2).] **Required Documentation:**	Describe how the program calculates and submits timely, complete and accurate evaluation results to the KDE for the annual consolidated state performance report (CSPR)			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
• Data Quality - written procedures, calendar of timeline-meetings w/agendas and notes of data review on a regular basis; program improvement plan. • Process for suppressing data, when necessary, to protect individual student identity (in order to avoid disclosing PII). **Notes:**	(while protecting student privacy). How are the results of evaluations used to plan and improve subsequent programs?			
4. LEAs must ensure that institutions and children reported for annual count meet the statute definitions: Institution For Neglected or Delinquent Children and Youth--The term "institution for neglected or delinquent children and youth" means— • a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state law, due to abandonment, neglect or death of their parents or guardians; or • a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision. [See ESSA 1432(4).] **Required Documentation:** Most recent Child Count verification documentation and procedures that support and verify data submitted to child count survey in GMAP (attendance log, ad-hoc report, etc.). **Notes:**	Describe how the LEA ensures that local institutions for neglected or delinquent children, (and students) included in the annual count, meets the definition provided in [1432(4).] Describe how the program verifies and submits timely, complete, and accurate annual child count data, including only eligible students per statutory requirements, to the KDE.			

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 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.

V. Fiscal Management [Parts 76 and 200 of EDGAR]

For each indicator LEAs selected for monitoring should upload one to two pieces of relevant documentation, provide a narrative in the "LEA/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 local audits on KDE's site. It is not necessary to upload those documents to SharePoint.

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Requirements? Y/N
1. Staffing and financial expenditures/obligations are consistent with the approved GMAP application? [See Parts 76 and 200 of EDGAR; 34 CFR 76.700] **Required Documentation:** Detailed month-to-date Munis budget report with purchase order-level details for the current fiscal year (314X) budgeting and expenditures to date. **Notes:**	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?			
2. The most recent financial audit is free of any Title I, Part D findings? And 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. **Notes:**	N/A	N/A	N/A	

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
3. Quarterly financial expenditure reports are accurate and submitted on time to 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. **Notes:**	N/A	N/A	N/A	
4. The district 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(b)(7)] **Required Documentation**: The district's allowability procedures. **Notes:**	What do you do when you need to make a purchase with Title I-D funds? How do you ensure it's reasonable, allocable, necessary and documented?			
5. The district adequately safeguards all assets to ensure that they are used solely for authorized purposes. Internal controls, including an inventory of Title I purchases where applicable, are in place. [See Parts 76 and 200 of EDGAR, 2 CFR 200.302(b)(7) and 2 CFR 200.318.] **Required Documentation:** • Inventory log and evidence that the district has appropriately tagged/identified Title I-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-D funds. **Notes:**	How do you safeguard items purchased with Title I-D funds? Describe your inventorying process? How are items tagged and identified as purchased with Title I funds?			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
6. Title I-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. **Notes:**	Describe your record retention process. How long do you retain Title I-D records?			
7. 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*). **Notes:**	Describe your procedures for documenting time and effort for staff.			

Requirement and Information Requested	Questions	LEA/Facility Response	Submitted Documentation File Name(s)	Meets Require ments? Y/N
8. The district maintains documentation for any employees paid in full or in part with Title I 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 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*). **Notes:**				

Best Practices
- 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 align with 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.
- Fiscal Administration follows best practices in KDE Finance Department's Coordinator Training Guide

Additional Best Practices, by Theme
Transition Best Practices

- 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. (Educational Advocates Program: developed and employed by Washington State)

- 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.

Parent and Family Engagement 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 National Council for Mental Health and Juvenile Justice (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.