**ESEA Federal Programs Monitoring Tool   
Title I-D, Subpart 1**

**"Department of Education State of Idaho" Logo
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State Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Program Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Agency Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Agency Educational Programs Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Agency Business Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ISDE Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations. The monitoring process cannot produce an all-inclusive assessment of items in this instrument.

# Title i-Part d: (TIPD) Neglected, delinquent, or at-risk (Subpart 1 Recipients only)

[Title I-D Neglected, Delinquent, or At-Risk](http://sde.idaho.gov/federal-programs/neglected/index.html) webpage

| Indicator | Citation | Supporting Documents and Resources | Y | N | NA | Findings, Actions Needed, Recommendations, Comments |
| --- | --- | --- | --- | --- | --- | --- |
| ND-1 (Subpart 1) | **Program Management** Application: State Agency (SA) shall submit an approvable Title ID Subpart 1 application once every three years. Each year of that grant period, the SA will submit a budget (based on the yearly allocation) that aligns to the goals & objectives within the application.  TIPD-Subpart 1: Section 1417  Formal Agreement: Each SA desiring assistance under this subpart shall have a formal agreement or Memorandum of Understanding (MOU), reviewed, updated and signed regarding the joint-program between the SEA and the SA describing, at a minimum: -Data sharing -Transfer of credits -Enrollment information  -Fiscal Accountability  Coordination: The SA ensures that projects funded under this subpart are coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220, vocational and technical education programs, State and local dropout prevention programs, and special education programs. TIPD Subpart 1: Section 1414(c)(8) | * Process/timeline for planning, collaboration, and application submission * Current formal agreement (MOU) between the SEA and SA are in place for the 3-year grant period with review dates and signatures * Secure means of sharing sensitive Personally Identifiable Information (PII) * Evidence of coordination w/ other funding sources and programs |  |  |  |  |
| ND-1a (if applicable) | **Institution-Wide Plans** A SA that provides free public education for children and youth in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or attending a community-day program for such children and youth may use funds received under this subpart to serve all children in, and upgrade the entire educational effort of, that institution.  TIPD Subpart 1: Section 1416 | SEA has an approved comprehensive plan for that institution or program that:   1. provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period; 2. describes the steps the State agency has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution; 3. describes the instructional program, specialized instructional support services, and procedures that will be used to meet the needs described in paragraph (1), including, to the extent feasible, the provision of mentors for the children and youth described in paragraph (1) and how relevant and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the State agency operating the institution or program and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the State agency; 4. specifically describes how such funds will be used; 5. describes the measures and procedures that will be used to assess and improve student achievement; 6. describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the State educational agency; and 7. includes an assurance that the State agency has provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively. |  |  |  |  |
| ND-1a ( if applicable) | **Targeted Support Program**   The SA must assess the educational needs of all eligible children and youth in eligible institutions and community day programs. The needs assessment enables the SA to identify the unique educational needs of these children and youth and the general instructional areas on which the program will focus. Using the assessment data, the SA should select those most in need of special assistance and determine the specific needs of participating children and youth to ensure that the services provided will be of sufficient size, scope, and quality to enable the participants to make significant progress toward meeting State performance standards. If available funds are insufficient to meet the needs of all eligible youth, those most in need should be served first. | * Needs assessment & educationally objective criteria for determining services for students * Individual facility/program plans by location * Interventions & support service provided at each site |  |  |  |  |
| ND-2 (Subpart 1 & 2) | **Counting** The SA/LEA facilitates the timely completion/submission of the annual N/D count for any state identified neglected, delinquent, or at-risk program residing within their state/school district boundaries.  TIPD Subpart 1: Section 1412(a)(1)(A) TIPD Subpart 2: Section 1422(a) & (c) | * Completed Title I-D Annual Count |  |  |  |  |
| ND-3 (Subpart 1 & 2) | **Evaluation of Program**  SA/LEA regularly evaluates their program to determine the impact on students to: - graduate from high school -accrue school credits -to complete high school (or equivalency requirements) and obtain employment after leaving the correctional facility -as appropriate, to participate in postsecondary ed and job training programs.  SA/LEA uses results of evaluation to plan and improve programs for participating children and youth.  TIPD-Section 1431 | * Multiple data sources were used (list of data sources and data analysis records) * Written Program Plan & Goals * Data review/analysis process * Completed needs assessment * Multiple data sources were used (list of data sources and data analysis records) * Use of a variety of program evaluation tools (surveys, classroom observations, safety records, assessments) * Evidence of on-going monitoring of program goals (Staff meeting agendas/minutes, monitoring documents and reports) * Evidence that previous evaluation are being used for planning of new projects or goals (Needs assessment, program improvement plans) |  |  |  |  |
| ND-4 (Subpart 1 & 2) | **Staffing & Professional Development**  Teachers and other qualified staff, who provide services to neglected, delinquent, or at-risk youth, receive appropriate professional development to help them meet the unique needs of students.  TIPD Subpart 1: Section 1414(c)(10) TIPD Subpart 2: Section 1425(5) | * Current list of all personnel (instructional & administrative staff paid with Title 1-D funds. * Teachers teaching core academic subjects must meet state licensing requirements. * Safety plan is in-place and staff are aware of processes and procedures. * Staff participate in SDE provided training as appropriate. (Conferences, regional sessions, webinars, etc.)   Professional development activities support instructional goals and include analysis of student achievement data. (Program goals) |  |  |  |  |
| ND-5 (Subpart 1 & 2) | **Instruction** The SA/LEA supports programing and coordination with local N/D facilities to meet the unique needs of delinquent and at-risk youth and ensure they are participating in an education program comparable to one operating in the local school such youth would attend.  TIPD Section 1401 TIPD Subpart 2: Section 1423(3), (5)  Special Education: The SA/LEA ensures that facilities are aware of students with disabilities and student IEPs in order to meet existing IEPs TIPD Subpart 1: Section 1414(c)(15) TIPD Subpart 2: Section 1423(12)  Communication/Coordination: **To the extent possible**, use technology to assist in coordinating educational programs between the N or D Facility and the community school;  TIPD Subpart 1: Section 1414(c)(11) TIPD Subpart 2: Section 1425(7) | * Each course offered in the program uses state standards and objectives. (Curriculum docs, lesson plans) * Student/Teacher ratios comply with existing policy and procedures. * Pre- and post-tests are administered to determine student need. * Programing is designed to help student meet learning goals. * Process for identifying and assisting students experiencing difficulty in meeting standards. (Lesson plans, IEP, etc.) * State tests or industry exams are administered or accessible in all course, where applicable. * Transcripts and diplomas reflect the credits earned for courses offered/taken while in an N or D program or facility. * GED preparation materials and instruction are utilized where appropriate. * Description of the efforts participating school will make to ensure correctional facilities working with children and youth are aware of a child or youth’s existing individualized education program, IEP. (Written plan, communication logs) |  |  |  |  |
| ND-6 (Subpart 1&2) | **Evaluation of Student Achievement**  LEA/SEA shall evaluate the effectiveness of Title I-D, Subpart 1 or 2 programs and collaborative partnership programs administered within N or D facilities to determine the program’s impact on the ability of participants to:  1)maintain and improve educational achievement  2)graduate from high school 3)accrue school credits toward grade promotion and graduation 4)as appropriate, compete high school equivalency requirements  5)as appropriate, participate in postsecondary education and job training programs 6)obtain employment after leaving a N or D program/facility TIPD-Section 1431(a) | * Completed Title I-D Annual Evaluation * Enrollment & number of days/year educational program operates * Disaggregated participant data (gender, race, ethnicity, age, students w/ disabilities) * Outcomes while in the program (academic & vocational) * Outcomes after 90 days or release (academic & vocational) * Transition Services * Pre-Post Academic Performance (Reading & Math) * Data review/analysis process |  |  |  |  |
| ND-7 (Subpart 1&2) | **Family/Parent Engagement**  **As appropriate**, the SA/LEA involves parents in efforts to  1) Improve the educational achievement of their children,  2) assist in dropout prevention activities; and  3) prevent the involvement of their children in delinquent activities. TIPD Subpart 1: Section 1414(c)(14) TIPD Subpart 2: Section 1423(8) | * Written plan describes how the program will involve families/parents in efforts to improve the education achievement of their children. * Evidence of efforts to involve parents. (Parent survey, phone logs, program plan, etc.) * Opportunities for parents to engage in activities that impact student achievement. (Family nights, teacher-parent meetings, etc.) * Parents receive individual information on academic progress. (Report cards, progress reports, etc.) |  |  |  |  |
| ND-8 (Subpart1&2) | **Transition Services**  Coordination: The SA/LEA is to coordinate with existing social, health, and other services to meet needs of students returning from correctional facilities, at-risk children or youth, and other participating children, including prenatal heath care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.  TIPE Subpart 1: Section 1418 TIPD Subpart 1: Section 1414(c)(9)(11)(13)(16) TIPD Subpart 2: Section 1432 (6)  Probation Officers: The SA/LEA ensures that schools receiving students returning from correctional facilities work with juvenile probation officers to meet the needs of such students.  TIPD-Section 1423(11)  The SA/LEA provides a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program. How does the school coordinate existing programs to meet the unique educational needs of these youth?  TIPD- Section 1423 (5) | * Student Transition Plan   - Written plan of assistance that includes an assurance that services are designed primarily to meet the academic and transitional needs of student returning from correctional facilities.  - Plans are co-developed with appropriate law enforcement and/or local service provider personnel   * Description of how schools will work with probation officers & local service providers to assist in meeting the needs of children and youth returning from correctional facilities. (Written agreements, phone logs, transition plan meetings) |  |  |  |  |
| ND-9 (Subpart 1&2) | **Fiscal Accountability** SA/LEA uses Title I-D grant funds to effectively carry out programs that serve neglected, delinquent, and/or at-risk children and youths.  TIPD Subpart 1: Section 1415 TIPD Subpart 2: Section 1424  **Subpart 2 only** - LEA uses funds for appropriate activities directly, through contracts or cooperative agreements with N or D facilities providing programing in support of participating students. TIPD Subpart 2: Section 1424 (b)  **Subpart 1 only** - A program under this subpart that supplements the hours of instruction students receive from State and local source shall be considered to comply with the supplement, not supplant requirement without regard to the subject areas in which instruction is given during those hours.  TIPD Subpart 1: Section 1415(b) | * Budget amendment requests are submitted to TIPD Coordinator and approved * Reimbursements are requested in a timely manner. (GRA requests) * Funds are being expended in congruence with the approved application; allowable & needs based. (invoices, journal entries, budget reports, program plan, needs assessment vs. expenditures) * Inventory of Title ID assets/equipment appropriately tagged. * Procedures in place to ensure Title 1 funds supplements, not supplant, general (state & local) funds. (support documentation, policies & procedures) * Title ID records are kept for current year and three previous years. (current and archived records) * Payroll records document the staff paid at the district or facility completely or partially paid from Title I funds. |  |  |  |  |

# SDE overall comments:

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For questions or to request technical assistance, please contact Title I-D State Coordinator:

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