# Virginia Department of EducationFederal Program Monitoring for Title I, Part D, Subpart 2Prevention and Intervention Programs for Children and YouthWho are Neglected, Delinquent, or At-Risk

Please list the programs and/or facilities being served: (Please add as many lines as needed.)

1.

2.

3.

## Review of Previous Monitoring

### 1.0: The SEA conducts monitoring and evaluation of its sub-grantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward federal and state program goals and objectives. [§1426 and §1431]

#### Guiding Question

##### 1.0a Has the Local Educational Agency (LEA) implemented necessary corrective actions as a result of prior federal program monitoring for Title I, Part D, Subpart 2?

###### Acceptable Evidence

* Feedback letters
* Corrective action plan

*(Note: Supporting evidence may also be provided under corresponding indicator(s) within the rest of the protocol.)*

###### Interview Questions

* When did the division last undergo federal monitoring for Title I, Part D?
* Did the division receive any findings? If so, identify the findings.
* Were all action steps from corrective action plans implemented and maintained?

###### Local Educational Agency Response

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

## Standards Assessment and Accountability

### 1.1: The SEA conducts monitoring and evaluation of its subgrantees sufficient to ensure compliance with Title I, Part D, program requirements and progress toward Federal and State program goals and objectives. [§1426 and §1431]

#### Guiding Question

##### 1.1a Does the LEA ensure that students in Title I, Part D, programs receive instruction that is aligned with state standards and accountability?

###### Acceptable Evidence

* Annual outcome data for the students being served
* Standards of Learning data
* Lesson plans with SOL objectives

###### Interview Questions

* Does the LEA, along with local facilities, use multiple and appropriate measures of student progress?
* How does the LEA support delinquent facilities, alternative schools, community day programs, and/or at-risk programs to ensure that they provide educational programs comparable to programs operated at local schools?
* Was progress made toward achieving the measurable objectives outlined in the grant application?

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Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 1.1b Does the LEA have a process for data collection to obtain demographic information, vocational outcome information, and academic data, including data that would influence academic performance such as attendance or discipline data, about its Title I, Part D, program?

###### Acceptable Evidence

* Description of the needs assessment process, **and**
* Longitudinal outcome data, **or**
* Progress monitoring data,
* Number of CTE certifications,
* Evidence of job training,
* High school graduation rates,
* CSPR report

###### Interview Questions

* Explain how data are collected and maintained at the LEA for submission to the SEA for the Consolidated State Performance Report (CSPR).
* Discuss the most recent progress monitoring data.
* Explain how the LEA ensures documented records are kept on file of students reported for the current year entitlement in the Title I, Part D, Annual October Count.
* Explain the process for determining the needs of students.

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#### Sufficient Documentation

Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 1.1c Does the LEA monitor and evaluate the locally operated facilities and programs’ progress toward meeting the objectives outlined in the application and report the results of such evaluations to improve the program?

###### Acceptable Evidence

* Evaluation tools; **and**
* Data or statistics that highlights the programs’ progress to measure the measurable objectives; **or**
* Teacher, student, parent surveys; **or**
* Any corrective action plan that was required to be submitted to the SEA

###### Interview Questions

* How does the LEA work with and monitor the facilities or programs to ensure that they are meeting the program requirements as outlined in Section 1425 (ESSA)?
* Describe the evaluation tools that are used to determine the success of the program.
* Does the data demonstrate an increase in the number of children and youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after they are released?

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Yes [ ]  No [ ]  NA [ ]

## Instructional Support

### 2.1: The SEA ensures that LEA programs for eligible students meet all program requirements. [§1423 and §1425]

#### Guiding Question

##### 2.1a Does the LEA consult with each locally operated correctional facility, delinquent facility, alternative school, community day program, and/or at-risk program as part of the program planning and evaluation process?

###### Acceptable Evidence

* Intent forms, **and**
* Meeting notes for consultation and evaluation, **and**
* Description of the evaluation process, **and**
* Needs assessment

###### Interview Questions

* What is the process for providing information to local facilities and programs about the purpose and requirements of Title I, Part D?
* When does the initial consultation occur with local facilities?
* Discuss a timeline of the consultation throughout the grant cycle.
* How does the LEA appropriately prioritize who to fund?
* What technical assistance does the LEA provide in deciding which students are eligible for Title I, Part D?

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Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 2.1b Are formal agreements between the LEA and the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs reviewed and updated annually?

###### Acceptable Evidence

Formal agreements between LEAs and local facilities outlining responsibilities for providing services to students

###### Interview Questions

* Describe the formal agreements, and how they are reviewed and updated annually.
* Do the formal agreements include:
* Purpose (description of youth, programs and services to be provided);
* Participating agencies and their responsibilities, deliverables, training and timelines;
* Agreed upon funding costs;
* Legal issues regarding confidentiality, disclosure of information, and penalties for improper disclosures;
* Conflict resolution processes, change/termination of agreement procedures; and
* Signatures from a division and a local facility representative?

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Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 2.1c Does the LEA work with the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs to ensure a smooth transition of students between facilities and the students’ schools?

###### Acceptable Evidence

* Correspondence between facilities and students’ schools, including transition plan for students, meeting notes, or email
* Correspondence with social workers, health officials, or probation officers

*(Do not provide any documentation that contains confidential information.)*

###### Interview Questions

* How does the LEA provide services and programs for students returning from facilities back to their school?
* Describe the process or steps that are taken to acquire a student’s academic records in order to determine the appropriate program of studies for the student when they enter a facility.
* Does the LEA work with the local facilities to coordinate with existing social, health, and other services to meet the needs of students as they transition to and from local facilities? If yes, how?
* Does the LEA work with the local facilities to coordinate with probation officers to assist in meeting the needs of children and youth returning from correctional facilities? If yes, how?
* Does the LEA work with the local facilities to provide transition assistance to help students stay in school, including the coordination of services for families, such as assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling?
* Do students have access to the same technology based programs that are offered at their home school that will help a facilitate a smooth transition back into their home school?

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Yes [ ]  No [ ]  NA [ ]

### 2.2: The SEA ensures that LEA programs collaborate with local facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education. [§1421, §1423 and §1425]

#### Guiding Question

##### 2**.2a Does the LEA ensure that educational programs in the local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs meets students’ individual educational needs and are coordinated with the student’s home school, including students with an individualized education program under Part B of the Individuals with Disabilities Education Act?**

###### Acceptable Evidence

* Correspondence between the facility and the student’s last school requesting the Individual Education Plan (IEP), including forms or correspondence requesting or received from other institutions or programs; **and**
* Evidence of IEP accommodation implementation, such as lesson plans or case manager notes; **or**
* Meeting notes, including Child Study notes, **or**
* Process or protocol for assessing students’ needs, obtaining the IEP, and providing the required accommodations; **or**
* List of required coursework or a sample program of studies

*(Do not provide any documentation that contains identifying or confidential information.)*

###### Interview Questions

* What is the process of sending or obtaining a student’s IEP from a local facility?
* What is the process to ensure that students who receive special education services accommodations are met?
* Do students have access to online assessments and programs that can accelerate their learning to ensure high school completion in a timely manner?
* Do students have access to programs that can be tailored to meet their instructional needs and their interests? If, so describe these programs.

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Yes [ ]  No [ ]  NA [ ]

**Guiding Question**

##### 2.2b Does the LEA work with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs served to provide support that encourages youth at-risk of dropping out of school to remain in school or youth who have dropped out of school to reenter school and attain a regular high school diploma or its recognized equivalent, and/or acquire the skills necessary to gain employment?

###### Acceptable Evidence

* Description of drop-out prevention programs
* GED classes
* CTE or vocational classes
* Meeting notes
* Guidance counselor lessons
* Mentoring program that encourages and provides support to youth to remain in school
* Graduation plans
* Individual Program of Studies
* List of career and technical education courses taken by students
* Career fair fliers

###### Interview Questions

* Describe the programs, initiatives, or process to assist students who have dropped out of school to reenter.
* Describe the academic supports and classes that are in place to help students graduate.
* What steps are taken to ensure that students complete high school or the high school equivalency requirements?
* Describe how the LEA, along with the local facility, involves parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent further involvement in delinquent activities.
* Describe the steps taken to find alternative placements for children interested in continuing their education, but are unable to participate in a regular public school program.
* Describe any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from local facilities.
* Describe the career and technical education programs and initiatives that support students success after they leave the program.

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Yes [ ]  No [ ]  NA [ ]

**Guiding Question**

##### 2.2c Does the LEA work with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs served to ensure that the facility is staffed with teachers and other qualified staff who are trained to work with at-risk children and youth, including students with disabilities taking into consideration the unique needs of such children and youth?

###### Acceptable Evidence

* List of staff with titles or roles, and qualifications; **and**
* List of professional development training or opportunities for staff, **or**
* Reimbursements for conferences and workshops

###### Interview Questions

* What steps are taken to work with local facilities to hire teachers and staff that are properly licensed and endorsed to teach all students?
* What professional development is provided to staff to meet the academic and unique needs of the students?

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Yes [ ]  No [ ]  NA [ ]

## Fiduciary

### 3.1 The SEA ensures that each LEA complies with the statutory and other regulatory requirements governing State administrative activities, including providing fiscal oversight of the grants including reallocations and carryover, and allowable uses of funds. [§1424] [Also OMB Circulars A-87, Part 80, Subpart C of EDGAR and any other relevant standards, circulars, or legislative mandates]

#### Guiding Question

##### 3.1a Does the LEA consult with local correctional facilities, delinquent facilities, alternative schools, community day programs, and/or at-risk programs that are served with Subpart 2 funds to determine how funds will be used to meet the needs of the students served?

###### Acceptable Evidence

* Needs assessment, **and**
* Formal agreements between the LEA and local facilities that highlights the amount of funding received or outlines expenditures, **or**
* Meeting notes, **or**
* Consultation letter, **or**
* Contracts for any services that are subcontracted to outside organizations

###### Interview Questions

* Do the formal agreements outline allowable uses of funds?
* Is the needs assessment used to determine how to prioritize funding?
* How does the LEA determine how to prioritize funding?

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#### Guiding Question

##### 3.1b Does the LEA ensure that the Title I, Part D, program activities are within the budgetary and allowable uses of funds as outlined in the approved funding application and ensure the draw down of funds in a timely manner?

###### Acceptable Evidence

* Expenditure approval process; **and**
* Local records, including budget reports, records of expenditures, and other financial summary reports; **and**
* OMEGA Spending Progress reports; **or**
* OMEGA reimbursements;
* LEA application

###### Interview Questions

* What internal controls are used at the LEA level to ensure the program activities are within the uses of funds and purposes for the program?
* Do the funds support academic activities to help students achieve high academic standards?
* Do the funds support activities that meet the unique needs of the students such as tutoring, mentoring, dropout prevention programs, mental health services, drug and alcohol counseling, career counseling, entrepreneurship education, postsecondary education, etc. in an effort to help a student complete their education?

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Yes [ ]  No [ ]  NA [ ]

#### Guiding Question

##### 3.1c Does the LEA have internal fiscal controls in place to ensure that they can account for the use of Title I, Part D, funds to meet federal requirements, including the proper accounting of time and effort for Title I, Part D, paid staff?

###### Acceptable Evidence

* Documentation of internal process for demonstrating the spend down of funds for the current fiscal year; **and**
* Evidence that the LEA or facility is implementing planned and approved activities, including budget reports, records of expenditures, OMEGA reimbursements, and other summary reports; and
* A current list of all personnel (instructional and administrative staff) paid with Title I, Part D, funds; **and**
* Certification of pay (100 percent Title I, Part D, employment); **and**
* [Personnel activity report (split pay with another funding source)](http://www.doe.virginia.gov/VDOE/Instruction/title1/personnel_activity_report.doc); **and**
* Inventory of material paid for with Title I, Part D, funds

###### Interview Questions

* Explain how funds are used for administrative purposes, including identifying personnel paid with the funds and what percentage of their salary, benefits, and duties are funded with Title I, Part D, funds.
* Explain the process for approving material and services purchased.
* Is the program budget implemented in accordance with the LEA application for funds?
* Does the LEA maintain appropriate Title I, Part D, records in a central location and ensure that accurate files are kept?
* Is the LEA appropriately carrying out other financial activities (e.g., budget amendment requests and approvals)?

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Yes [ ]  No [ ]  NA [ ]