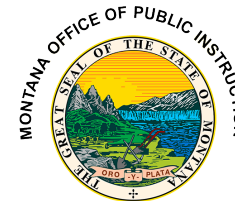


Title I, Part D Subpart 1 Monitoring Organizational Tool



Background

The Elementary and Secondary Education Act, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), was passed as a civil rights law to provide funding and resources to states, districts, and school leaders to enhance their capacity to meet the strengths and needs of educators and students in their community. Each Title program under ESSA has a specific purpose to provide focused resources to support students who are historically, or currently, marginalized and/or are experiencing barriers to an academically enriching curriculum in a safe and inclusive environment. The Federal Systems Team administers many of the grant programs under ESSA and partners with districts in the implementation and oversight of these programs.

Why We Monitor

1. **Building Relationships – We're in this together.** The main objective for the Montana Office of Public Instruction (OPI) is to raise student achievement for Montana's public school children. Through cooperative assessment of the federal programs between the OPI and Montana school districts the quality of services to students will be strengthened and improved.
2. **Technical Assistance – We're here to help.** The OPI Federal Programs team provides technical assistance during the review and beyond. It is not the OPI's intent to tell the district how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
3. **Compliance – It's the law.** Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring is intended to be a collaborative partnership between the OPI and districts to ensure compliance with the Every Student Succeeds Act (ESSA).

While accountability to federal requirements is important, the goal of monitoring is to provide technical assistance and support districts in their implementation of federal programs.

Notice to all districts: Due to the wide range of district and school parental notification forms, and the fact that many do not meet federal requirements, beginning with School Year (SY) 2021-22, TransACT documents must be used. Those sections where TransACT forms must be used are identified within the Monitoring Tool. The Montana Office of Public Instruction (OPI) pays for a state subscription to TransACT for all Montana districts. ***TransACT Parent Notices must be completed with LEA contact information, updated annually, and made available/accessible to parents and families.***

For the purposes of monitoring all student names should be redacted from submitted documents. Provide documentation in multiple languages as applicable.

Title I, Part D Subpart 1 Monitoring Organizational Tool

Title I, Part D Subpart 1– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

The purpose of Title I, Part D Subpart 1 is to improve educational services for at-risk youth, including those who have been incarcerated or are in institutions for neglected or delinquent children, up through the age of 21.

If you have questions please contact Marisa Britton-Bostwick, Title I, Part D Specialist, marisa.britton-bostwick@mt.gov, 406-444-0794.

Indicator #	Indicator	Required Evidence to Maintain
ID-A	ADDITIONAL SERVICES services provided to served youth to meet educational goals. ESSA Sec. 1414 (C) 18	<ul style="list-style-type: none"> Evidence of additional services provided to served youth to meet educational goals. Protect student confidentiality, block out names or use initials. <ul style="list-style-type: none"> IEPs Transitional Plans List of additional services
ID-B	AGENCY WIDE PROJECTS Describe efforts by State Agency (SA) to support all students in the program with Title I, Additional part D funding. ESSA Sec. 1414 (C) 5 ESSA Sec.1416	<ul style="list-style-type: none"> Evidence of data used to measure programs performance and why. Provide copy of your results Institution Wide Plan that describes the steps the LEA 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
ID-C	ALTERNATIVE PLACEMENT The SA attempts to find alternative placements for students interested in continuing education, but who are unable to participate in a regular education program. ESSA Sec. 1423 (13)	<ul style="list-style-type: none"> Documentation of district's student transition plan
ID-D	BUSINESS PARTNERSHIPS Describe how the SA develops partnerships with local businesses to develop training, entrepreneurship education and mentoring. ESSA Section 1423 (7)	<ul style="list-style-type: none"> Evidence of partnerships with local businesses to develop training entrepreneurship education and mentoring. <ul style="list-style-type: none"> Notes Emails Documentation of communication with business partnerships

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		<ul style="list-style-type: none"> ○ MOUs if applicable
ID-E	<p>COORDINATION WITH SERVICE PROVIDERS</p> <p>The SA coordinates with existing social, health and other outreach services to meet the needs of students returning from correctional facilities. ESSA Section 1432 (6)</p>	<ul style="list-style-type: none"> • Examples of coordination with service providers <ul style="list-style-type: none"> ○ Meeting Agendas ○ Notes ○ Documentation of Communication ○ MOUs if applicable
ID-F	<p>DROP OUT PREVENTION</p> <p>The SA ensures that they work with served youth who have dropped out of school before entering the correctional facility to achieve one of the following:</p> <ul style="list-style-type: none"> • Reenter school and attain a regular high school diploma once the term of incarceration is completed • Provide the child or youth with the skills necessary to gain employment • Continue the education of the youth or encourage them to achieve a secondary school diploma or recognized equivalent) if the child or youth does not intend to return to school. ESSA Sec. 1414 (16) 	<ul style="list-style-type: none"> • Evidence of collaboration with district and faculty <ul style="list-style-type: none"> ○ Meeting Agendas ○ Emails ○ Professional Development (Agenda, Presentations, Power Point) • Evidence of the dropout prevention program <ul style="list-style-type: none"> ○ Curriculum ○ Prevention Program Plan • Evidence of collaboration with community organizations providing health care or early childhood education <ul style="list-style-type: none"> ○ Meeting Agendas ○ Emails ○ Proposed Plan of Collaboration and Proposed Outcomes • Evidence of the collaboration between Title I Part D program staff, CTE Teachers, Special Education Teachers and school counselors • Examples of peer mentoring curriculum being used • Evidence of collaboration with tribal government and or BIA programs
ID-G	<p>EDUCATIONAL ASSESSMENT</p> <p>The SA ensures that assessments are being used by the facility to determine educational needs of the students being served under this subpart. ESSA Sec. 1414 (C) 1</p>	<ul style="list-style-type: none"> • Evidence of examples of assessments SA is using and explanation of assessments being used • Outcomes while in program (Academic and Vocational) • Pre and Post Academic Performance (Reading and Math)

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ID-H	<p>EDUCATIONAL CONTINUATION State the alternative education programs and other assistance that is available to served students who choose not to return to school after leaving facility. ESSA Sec. 1414 (C) 13</p>	<ul style="list-style-type: none"> • Evidence of alternative education programs and other assistance being offered: <ul style="list-style-type: none"> ○ Meeting agendas ○ Emails ○ Documentation of communication with CTE staff and/or adult education. This may include HiSET.
ID-I	<p>EQUITABLE SERVICES Describe how the SA coordinates with facilities to meet the unique needs of neglected, delinquent and at-risk youth to ensure they are participating in an educational program comparable to one operating in the local school such youth would attend ESSA Sec. 1423 (3), (5)</p>	<ul style="list-style-type: none"> • Evidence of coordination with facilities to provide equitable services: <ul style="list-style-type: none"> • Meeting agendas • Emails • Documentation of communication with facilities
ID-J	<p>FORMAL AGREEMENT The SA attempts to find alternative placements for students interested in continuing education, but who are unable to participate in a regular education program. ESSA Sec. 1423 (13)</p>	<ul style="list-style-type: none"> • Narrative explaining evidence-based practices on attempts to find alternative placements
ID-K	<p>LEA COORDINATION Describe how correctional facilities coordinate with local educational agencies (LEAs) or alternative education programs to ensure that student assessments and appropriate academic records are shared jointly. ESSA Section 1414 (C) 9</p>	<ul style="list-style-type: none"> • Evidence of communication and partnership with LEAs <ul style="list-style-type: none"> ○ Notes ○ Emails ○ Signed MOU
ID-L	<p>PARENT AND FAMILY ENGAGEMENT State how the program involves parent and family members to improve the educational achievement of students. ESSA Section 1414 (C) 14</p>	<ul style="list-style-type: none"> • Evidence of communication with parent and/or caregiver: <ul style="list-style-type: none"> ○ Meeting Agendas ○ Notes ○ Emails ○ Documentation of communication with caregivers

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		<ul style="list-style-type: none"> ○ Written plan describing how the program will involve families/parents in efforts to improve the education achievement of their children ○ Documentation showing parents receive individual information on academic progress. (Report cards, progress reports, etc.)
ID-M	<p>PLAN ALIGNMENT</p> <p>Describe how the organization's Neglected and Delinquent program meets the goals and objectives of the Montana State Plan ESSA Section 1414 (C) 4</p>	<ul style="list-style-type: none"> • Narrative explaining how the district aligns with the Montana State Plan.
ID-N	<p>PROBATION OFFICERS</p> <p>Explain how schools receiving students returning from correctional facilities work with probation officers to meet the needs of such students. ESSA Section 1423 (11)</p>	<ul style="list-style-type: none"> • Evidence of Communication with Probation Officer: <ul style="list-style-type: none"> ○ Meeting Agendas ○ Notes ○ Emails ○ Documentation of Communication with Probation Officer
ID-O	<p>STAFFING & PROFESSIONAL DEVELOPMENT</p> <p>Summarize the professional development opportunities available to teachers and other staff members to effectively support this program and served students ESSA Section 1414 (C) 10</p>	<ul style="list-style-type: none"> • Documentation of professional development activities staff members attended. • Documentation of staff participate in OPI provided training as appropriate. (Conferences, regional sessions, webinars, etc.) • Documentation of professional development activities staff members attended.
ID-P	<p>QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS</p> <p>State how the program involves parent and family members to improve the educational achievement of students. ESSA Section 1414 (C) 17</p>	<ul style="list-style-type: none"> • Copy of assurance that all staff are properly licensed and endorsed in their area • Teachers teaching core academic subjects must meet state licensing requirements
ID-Q	<p>SERVICE PRIORITY</p> <p>Describe the process for prioritizing students in adult correctional institutions. ESSA Section 1414 (C) 2</p>	<ul style="list-style-type: none"> • Narration explaining the process for prioritizing students in adult correctional institutions • Class Rosters • Class Waiting Lists

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ID-R	<p>SPECIAL EDUCATION SERVICES Describe how the SA supports youth with disabilities while in the facility and what transitions are in place to notify LEAs if the youth returns to the local school district. State how the SA ensures that students with disabilities and student IEPs are shared with facilities. Explain how the program supports students with disabilities and students with IEPs. ESSA Section 1414 (C) (15) A,B ESSA 1423 (12)</p>	<ul style="list-style-type: none"> • Copy of SA policy supporting youth with disabilities • Copy of SA transition plan • Evidence of the following: <ul style="list-style-type: none"> ○ Meeting Notes ○ Emails explaining how the district is providing special education services ○ Emails explaining how information is received by facilities in accordance with the standards as defined by OPI.
ID-S	<p>STATE & FEDERAL PROGRAM COORDINATION Describe how Neglected and/or Delinquent programs are coordinated with other appropriate state and federal programs. ESSA 1414 (C) 8</p>	<ul style="list-style-type: none"> • Narrative explaining projects that were funded with other state and federal programs
ID-T	<p>TRAINING AND MENTORING COORDINATION Describe how the SA coordinates with service providers for training and mentoring of participating youth served. Coordination with the Federal, State and Local Government ESSA 1414 (C) 12</p>	<ul style="list-style-type: none"> • Narrative of professional development opportunities staff from both the district and facilities attended.
ID-U	<p>TRANSITIONAL SERVICES Identify the designated staff (name and position) responsible for the transition of students. Summarize the transitional services provided. Describe how the SA identifies the needs of youth who will be returning from correctional facilities to coordinate existing programs to meet their unique educational needs. ESSA Section 1414 (C) 11</p>	<ul style="list-style-type: none"> • Evidence of summary of staff responsible for the transition of students and a summary of transitional services provided. • Evidence and copy of LEAs transition plan • Notice that SA has an invitation to the parent, guardian, or education decision maker to a meeting to discuss transitioning a child from a 24-hour care facility back to public school. It provides information about who will be in attendance and offers the parent, guardian, or education decision maker the opportunity to invite additional individuals as desired. ESEA as amended, 2015, Section 1421(2); 1423(4 & 8); and 1424(a)(1) <ul style="list-style-type: none"> ○ Evidence of Completed TransACT Form T1D-01 Student Transition Meeting

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